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ABSTRACT

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. This guide is based on the story of a young girl who leaves her village in Haiti to come to the United States in 1951. The child leaves her mother, brother, and sisters, who have gone into hiding from political oppression, to come to the United States with an aunt and cousin. They encounter many hardships, and the children are separated from the adult. They eventually are taken in by foster parents, who help them re-establish contact with their family in Haiti. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area. (SLD)

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MY FIRST JOURNEY

A Haitian Immigration Story

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A Learner-Centered Model Guide for Teachers

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MY FIRST JOURNEY

A Haitian Immigration Story

A LEARNER-CENTERED MODEL

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PREFACE

Several reports on the state of our schools made it imperative to look into school reform that would allow the diverse populations of students we serve to learn and to succeed in our public schools. The restructuring efforts have taken many forms; and they have entailed paradigm shifts or changes in our mindsets. The learner-centered model we are presenting takes into account the latest in pedagogy and research on effective schools and on how students best learn.

This publication represents part of our effort to offer our diverse student population opportunities for a quality and equitable education.

Lillian Hernandez

Lillian Hernandez, Ed. D.
Executive Director.
Division of Bilingual Education

ACKNOWLEDGEMENTS

My First Journey : A Haitian Immigration Story (A Learner-Centered Model for Teachers), is a publication of the Division of Bilingual Education, Lillian Hernandez, Ed.D., Executive Director.

Noemí Carrera Herendeen, Director, Office of Bilingual Curriculum and Instructional Services, edited and supervised the overall preparation of this guide for educators.

We wish to express our gratitude to Marie Fouché who listened to and was moved by a story told to her by one of her second grade students. She wrote the story and many of the activities contained in this guide. The story was edited by Menes Dejoie. He also collaborated with the preparation of the guide from beginning to end, for which we thank him. Yves Raymond also merits our deep appreciation for collaborating with the editing and translation of the guide, and for giving of his own time until the work was completed.

Other writers who made major contributions were Alaire Mitchell and Carmen Dinos, to whom we offer our heartfelt gratitude.

This publication and others in the Learner-Centered Model series had many other contributors. There were many periods of brainstorming, discussion and researching in order for the series to be accomplished. Among the educators who were special contributors during this period were Nivia Vilá Alvarez and Hilda Medina. Their ideas and encouragement were always appreciated.

Other educators who reviewed the material and gave us valuable feedback were Nicholas Aiello, Anthony J. Armada, Carmen Gloria Burgos, Antonia Carranza, Madeline Castañeda, Ada Hernández, Carmen Jiménez, Evelyn Kalibala, M. Michel-Roache and Jean Previllon.

The special artwork for the guide was done by Ana Soto, a renowned artist, who researched the Haitian reality and worked with Haitian educators and parents in order to depict the scenes in the story as historically and culturally accurate as possible. We thank her for contributing her talent.

Two parents have been true partners in this effort. We are grateful for the comments and recommendations to improve the guide given to us by Claudette Charmené and Kettie Eugene.

We appreciate the work done by Migdalia Gloria who made many changes before the guide could be published.

Thank you to all for being a great team!

INTRODUCTION

In this learner-centered model, we at the Division of Billingual Education, are following the recommendations of current research, which places the learner as the central figure in the teaching-learning process. We have expanded this vision by placing the learner at the core of curriculum development, using a thematic and interdisciplinary approach. A theme is explored for the diversity of background experiences and the commonalities of the learners. This exploration, in turn, should lead to literate classrooms and students, educators and parents as authors. By means of various activities such as reading aloud, storytelling, drama and others, we intend to motivate and empower students to become lifelong readers, writers and learners.

Since curriculum, instruction and professional development are interconnected, a learner-centered environment requires that educators and parents become facilitators who actively spark the desire to learn and who also accept their own role as learners. As a consequence, both student, teacher and parent also play roles as researchers.

A major goal of the learner-centered model is to build a community of learners where students, teachers, parents and the rest of the school community find in the school a climate that is conducive to learning. The theories and philosophies on which this model is mainly based are those of Paulo Freire and other well-known transformative educators and researchers such as Jim Cummins, Sonia Nieto, James Banks and Alma Flor Ada, among others.

All human beings have a capacity to learn, to think critically, and to act to bring about social change. Within the rich cultural environment that learners in our city are immersed, all learners can begin to understand reality from multiple multicultural perspectives which, in turn, can be conducive to better human understanding and a better world.

The learner-centered model encourages approaches which have proved successful in effective schools, among which are: whole language, cooperative learning, thematic/interdisciplinary, holistic and experiential, hands-on approaches, taking into account a variety of learning styles, multiple intelligences, and using the writing process technique.

Our students and their parents bring with them rich experiences, whether they have had formal schooling or not. Learning that is connected to real life and which taps the resources they bring can empower them as learners. They also have a great deal to teach all of us - about their countries, their cultures, their own life experiences.

A second major goal of this learner-centered model is to encourage the entire school community to become authors of their own stories of migration/immigration and other experiences. These stories can become part of the collections of classroom and school libraries. They will contain the histories of children, teachers, parents and other significant others in the lives of our children, thereby, also contributing to the writing of history in New York and the United States.

We would welcome your sharing with us your experiences with the learner-centered model, as well as your writings.

My first Journey!: A Haitian Immigration Story is part of a series of teacher guides in which the Division of Bilingual Education presents a learner-centered model where the learner sees himself or herself in the story. Learners are able to relive their own experiences when they left their own countries and migrated to the United States. In the case of those born in the United States, they can recall the experiences told to them by parents or grandparents of their own migration experiences.

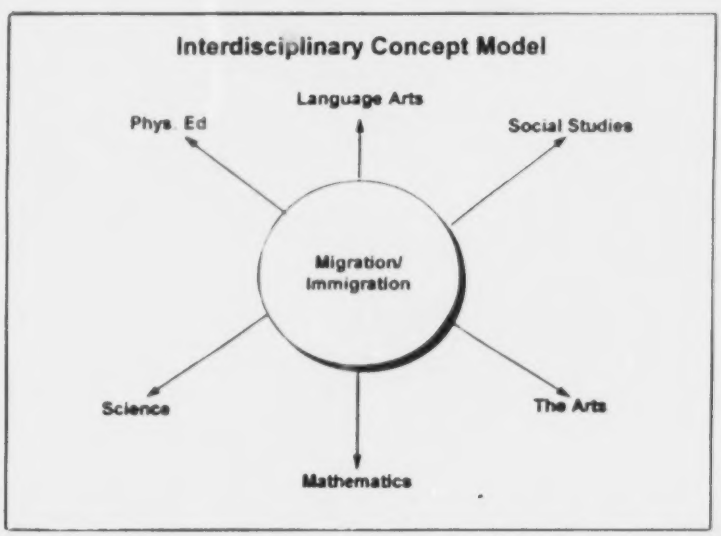
We have chosen the theme of migration/immigration because of the commonalities of experiences as well as the differences. Each guide contains two versions of the same story: a shorter version with illustrations, and a longer version with few or no illustrations. It is up to the teacher to decide which version would better serve his/her population. You will find that adults enjoy listening to the stories as much as the children.

The model begins with the reading aloud of the story. This is meant to reach the listener both cognitively and affectively. A listener does not have to be concerned with the vocabulary or with his/her ability to read. Since each of the stories engages the listener, a great deal of discussion ensues, which is what we hope for. Each story serves as a catalyst, as a spark that awakens interest in the learner to know more, to compare his/her experiences with others, to share his/her knowledge with the teacher and his/her peers.

From the story learners will connect many of the experiences to the different disciplines: language arts, mathematics, science, social studies, the arts, health and physical education and other subject areas.

The guides contain many suggested activities using cooperative learning, hands-on experiences, group and individual work, doing research in libraries, with parents, neighbors and community organizations, and so forth.

The thematic/interdisciplinary model we are using has been adapted from Heidi Hayes Jacob's model (Jacobs and Borland: 1986). They describe the Interdisciplinary Concept Model as "a systematic approach to the development of interdisciplinary units at all levels of instruction. The framework remains consistent regardless of the age of the students. You will recognize the historical roots of this approach from such concepts as the integrated curriculum, core curriculum, webbing strategies, and inquiry techniques" (Jacobs and Borland: 1986, p. 54)



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In our exercises we have referred to Bloom's Taxonomy (1956) in order to offer students a variety of experiences, as well as involve them in higher order thinking. We have also taken from James A. Banks, Levels of Integration of Ethnic Content, in "Approaches to Multicultural Curriculum Reform" (James A. Banks: Multicultural Leader, Vol. 1, No.2, Spring 1988) in our hopes that we can reach the highest level, The Decision-Making and Social Action Approach, thus enabling students "to view concepts, issues, themes, and problems from several ethnic perspectives and points of view," as well as requiring students "to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit" (p. 2).

We have also tried to learn from industry in looking at educational reform. We have kept in mind the principles of Total Quality Management (TQM) which "emphasizes the advantages of teamwork, of investing in ongoing training for all employees to increase their value to the company, of an insistence that research and employee-gathered data guide and inform every decision and every improvement effort" ("Transforming Schools Through Total Quality Education," Phi Delta Kappan, January 1993). The TQM principles are: maintain constancy of purpose, know and address the customers, plan for quality, monitor progress toward outcomes, and provide staff development.

Since authentic learning requires authentic assessment, we have explored this topic in Appendix A, along with samples of portfolio and other types of authentic assessment. We also offer tips on how to involve parents/caregivers and keep them informed of their youngsters' progress.

We hope our publications will encourage the building of a community of learners in every school.

Noemí Carrera Herendeen

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Teaching Activities for the Illustrated Story

Teaching Activities for the Illustrated Story

Overview

The activities listed below are based on an illustrated story of a Haitian child's journey to the United States in 1991. The story is dramatic and the journey, dangerous. The child, whose name has been changed to Lilin in the story, undergoes the hardship of leaving her mother and brother and sister to make the journey with her aunt and a younger cousin. Teachers should prepare students for this story.

Read the story aloud to the children and have them respond. Use the story itself to evoke discussion, performing, drawing and writing activities related to Lilin's story and the children's or their families' own stories about coming to the United States. Teachers should encourage the children to share information about their own backgrounds.

The main theme of the story is immigration, and the experience of leaving home and coming to a new country. Other thematic activities which relate to the story are: the ocean, water, boats, transportation, weather. Interdisciplinary activities on these themes can be connected to the story.

Objectives

Students will be able to:

- listen to a story for enjoyment
- appreciate cultural traditions
- share experiences of adjusting to a new culture
- complete interdisciplinary activities relating to a theme such as the ocean, boats, or weather.

Suggested Activities

The activities listed below are only a small sampling of the many ideas that can flow from the story. They have been grouped by subject area.

Communication Arts

Children can:

- Interview older relatives and friends about their childhood experiences.
- Act out scenes from the story or their own stories on the theme of migration/immigration.
- Tell and illustrate their own stories or those of their families.

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- Write poems and draw pictures with the ocean as a theme.

- Collect or make up riddles that have different bodies of water as the answers.

- Learn about the Haitian god and goddess of the sea, Simbi and Agwe. Compare them with Poseidon (Greek) or Neptune (Roman) or the Dragon King of the Sea (Chinese.) Make up and illustrate stories about them.

Health Education

Children can:

- Discuss the health problems related to food, water, and lack of exercise and exposure to the sun as told in the story. Discuss what is needed for a healthful diet and the role of exercise in keeping healthy.

- Discuss the importance of fresh water for people to drink.

- Collect and draw pictures of people and animals using fresh water.

Social Studies

Children can:

- Discuss reasons people leave their native countries and the difficulties of making changes--adjusting to a new culture, learning a new language.

- Talk about how important it is for people to be able to communicate in their own language and the importance of bilingual programs.

- Make flags of Haiti, the United States and the countries of the other children in the class. (Display the flags and/or write the children's names on pieces of felt or cardboard and pin these on a map of the world with each child's name pinned on his or her country of origin.)

Social Studies/Geography

Children can:

- Locate the island of Hispaniola and identify other islands in the Caribbean and around the world.

- Learn directions and identify which way one would travel on a globe or map as the direction is called out.

Science

Children can:

- Learn the differences between various bodies of water: oceans, lakes, rivers, ponds. Locate bodies of water on maps and globes.
- Interpret the color codes that illustrate the depth of water on a map.
- Learn about the plants and animals that live in the oceans and along the shore.
- Experiment with materials that float or sink. Make paper boats out of cork, paper, sticks, etc. and test their capacity to float.
- Make paper boats, boats with paper sails, and learn about wind and how it affects the speed and movement of the boat.
- Identify as many different types of boats as possible: rafts, canoes, submarines, ocean liners, etc.
- Make a weather vane to illustrate the effects of the wind.
- Learn about the water cycle from rain falling, traveling through streams and rivers to the ocean, then water evaporating into the atmosphere and finally forming clouds, which will bring rain and start the cycle again.
- View pictures and discuss what is found on the floor of the sea. Draw illustrations of the ocean and sea floor.
- Identify how water or lack of water changes an environment: desert, rainforest, sea shore.
- Add salt to water and watch how it dissolves. Keep the water standing in a saucer or shallow bowl and observe how the water evaporates and leaves the salt in the dish.
- Observe how temperature affects the state of water: solid, liquid, gas (ice, water, steam or water vapor).
- Visit a pet store and identify the different types of fish that live in fresh water or salt water. Describe some of the fish.
- Learn how the rotation of the Earth causes day and night.
- Make models showing the earth, sun, and moon, using balls of different sizes and wire from coat hangers to show the approximate size and space relationship among the three. Use a flashlight in a darkened room to shine on the side of a turning basketball to illustrate night and day.

- Make one-dimensional paper pictures of the sun, earth, and moon. Three children "wear" the pictures and simulate the movements of the three celestial bodies. (As appropriate expand activity to show the movement of the earth and the other planets around the sun. Other children can be assigned the roles of different planets.)

- Learn about a compass and its use in charting a course.

Mathematics

Children can:

- Use a string to measure distance on a map or globe. Trace the route taken in the story and figure out the distances.

- Create a market with products drawn by the children or brought from home. Empty boxes, cartons, cans can be used, or pictures from magazines can be pasted onto construction paper. Have the children make a store counter from cardboard boxes and sell the products using play money to learn to identify coins and count change. Paper money may also be used if children understand the values. Discuss the Haitian market in the story.

- Play the game Kay.

Music

Children can:

- Sing songs that mention water, ocean or sea animals, such as the Haitian song, "Lasiren, Labalen (The Mermaid and the Whale.)

Career Education

Children can:

- Discuss careers related to the ocean and water: oceanographer, marine biologist, diver.

Physical Education

- Play games Haitian children ordinarily play.

MY FIRST JOURNEY!

Story by Marie C. Fouche
Edited by Menes Dejoie
Illustrated by Ana Soto

Sen Michèl Laplaj was a very small town.
Everyone knew everyone else. It was like one big family.

My mother used to go to Lenbe, the next big town, to buy cooking oil, rice, soap, kerosene, matches and some other things. She sold these articles in our village market.

I liked to jump rope or play 'kay' with my best friends after school. My brother and the boys played soccer in the middle of the road with a handmade cloth ball.

Every day the girls and I ran down the hill with
our 'kalbas' to fetch water at the nearby brook.

We said hello to Uncle Fefe weeding and working in his vegetable garden. We chatted with Aunt Mari while she swept the dirt yard before putting out her coffee to dry.

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At dusk, we often sat around listening to Grandma under the big 'mapou' tree telling riddles or some old tale.

One day something happened. And everything changed in Sen Michèl. Our parents and all the other grownups began to whisper among themselves. From then on, they wanted us to stay close to the house at all times.

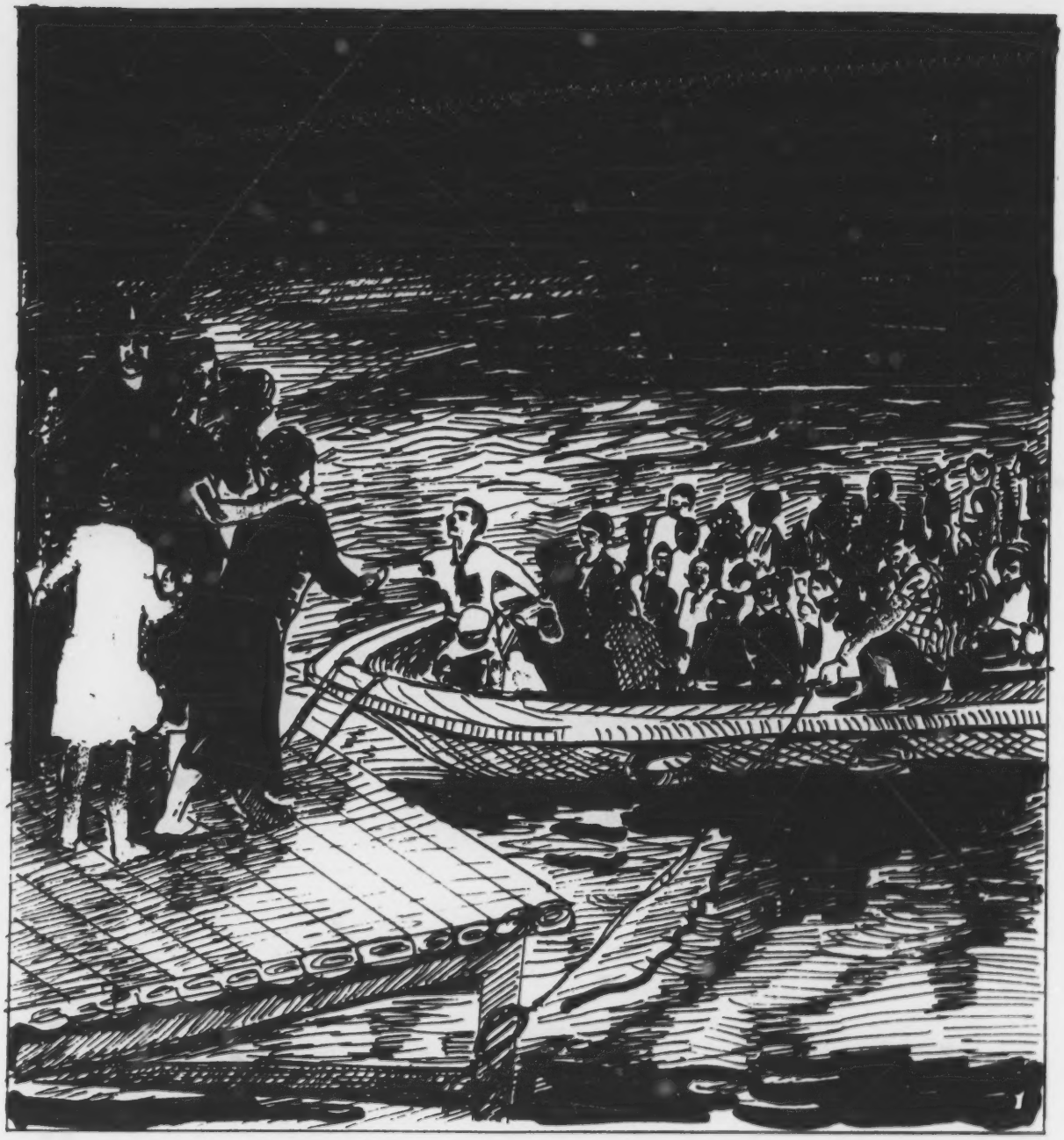
Soldiers came into the village. They walked the streets day and night. The soldiers searched homes. Some people were arrested.

My mother heard the news on her way back to Sen Michèl. She went into hiding with my brother.
I ran to my nearest aunt's house.

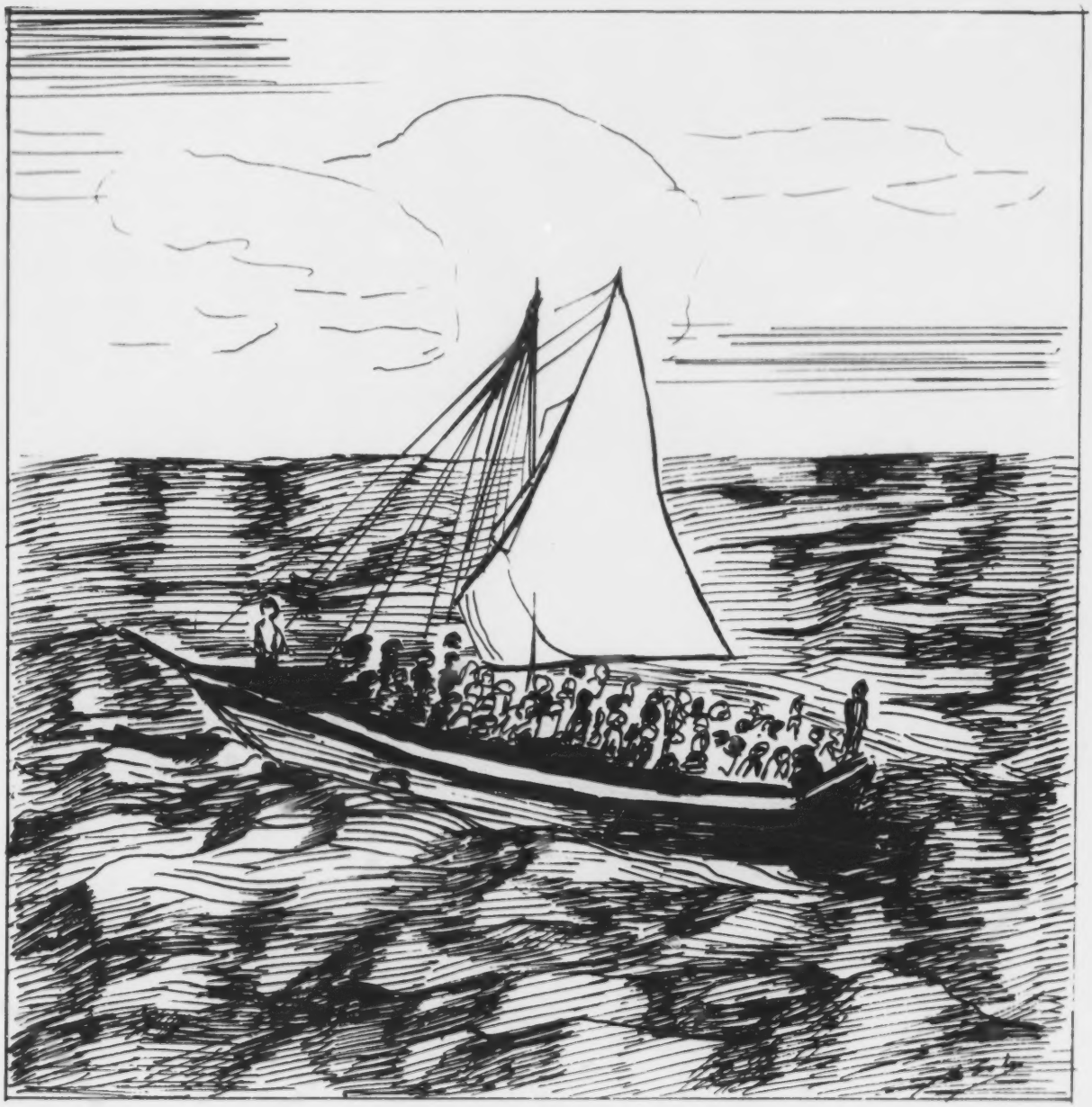
One night my aunt said: "Lilin we must leave Sen Michèl now. We are going to take a boat to America, tonight." I asked her: "Is mother coming with us?" "She won't have time to make it back. But she will be happy that you are out of here and safe." Tears rolled down my cheeks. I grabbed my rag doll, Lina.

When I reached the wharf with my aunt and a cousin, we were not alone. People were already waiting on line with a few clothes hastily wrapped in a bundle along with some food.

The night was very dark with no moonlight. We could only hear the waves and the people's footsteps. It was very scary and I wanted to cry but I didn't. Instead, I clung to Aunt Ana's skirt and hugged my rag doll, Lina, very tightly to my heart.



The boat filled up quickly. I had to sit in the middle of the boat with all the other children.



The 'kannte,' our rickety boat, started its journey.
Days turned into nights and nights into days.

We mostly ate cooked rice, cassava, avocados, and sugar cane.
In no time, our water supply was gone.

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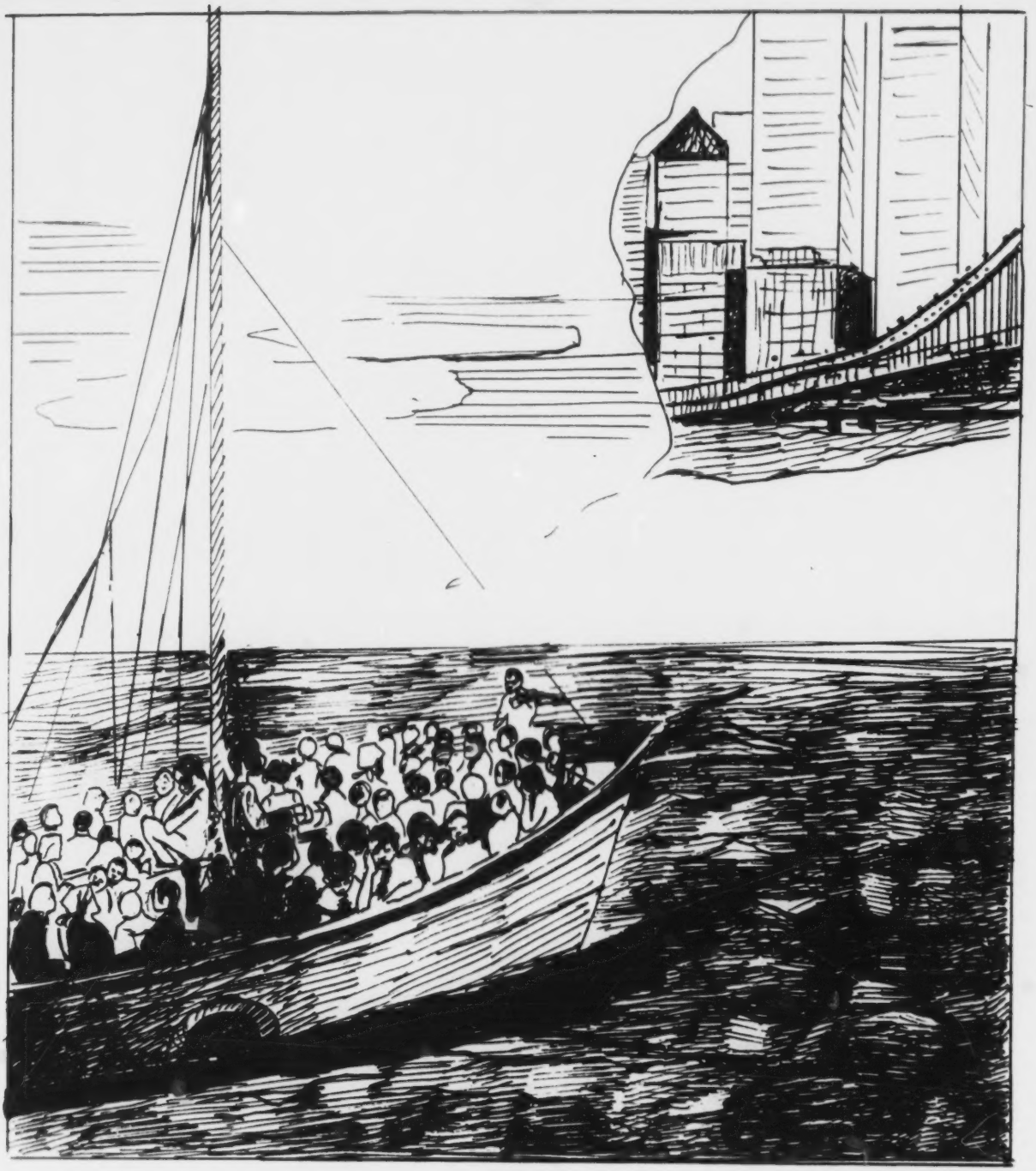
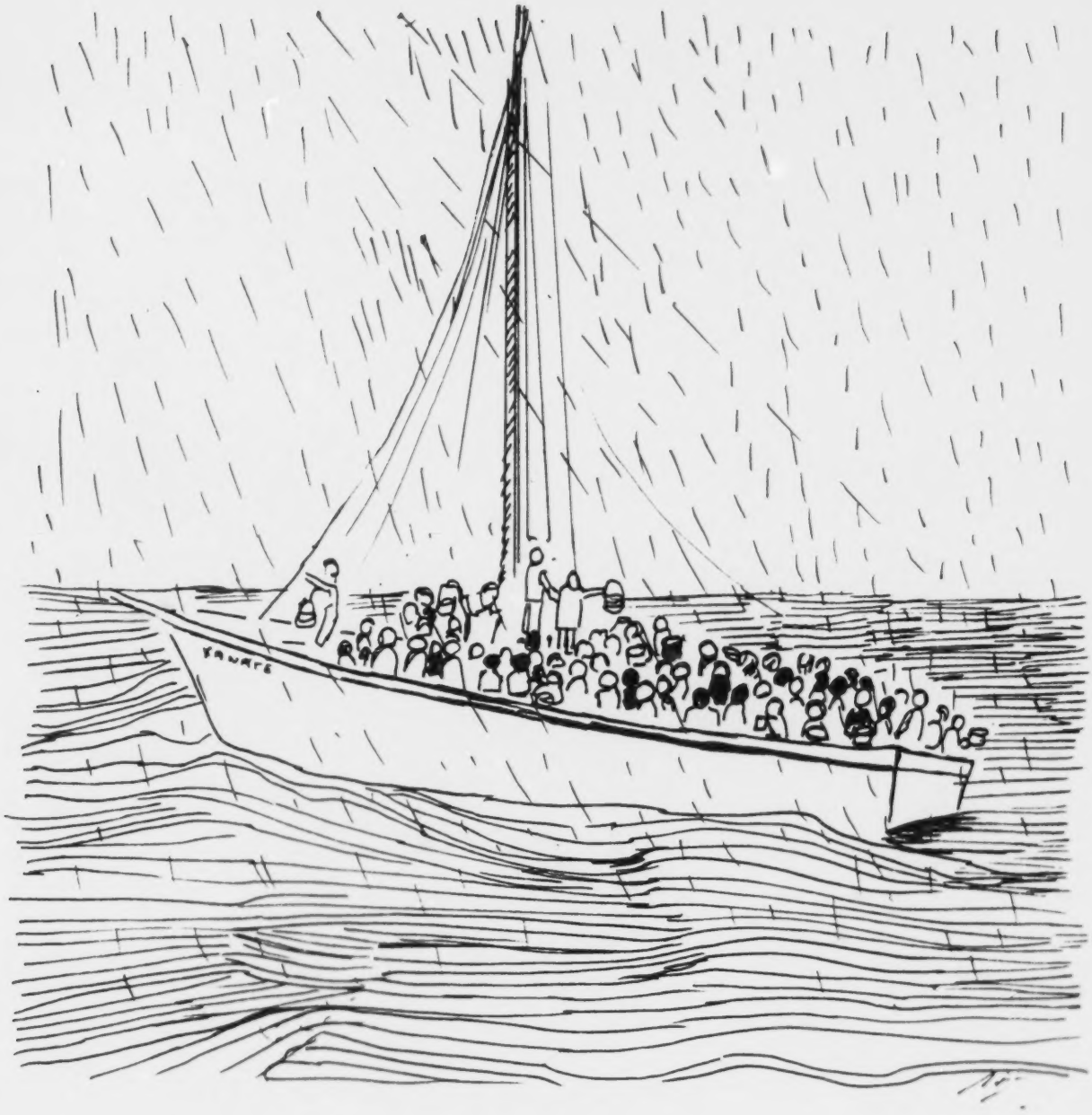
Many of us got sea sick. Yet I never lost hope.
We sang songs, but most of the time we thought of home.



At times, I dreamed about the new land. I remembered Uncle Jojo's stories about America. He once told us that New York is very much like an enchanted city. Some of its buildings are taller than our tallest mountain.

There are lights everywhere, plenty of food, beautiful cars, clothes, streets on top of each other, and pennies everywhere for children to pick up. "Pennies for children to pick up!" I smiled at that thought.

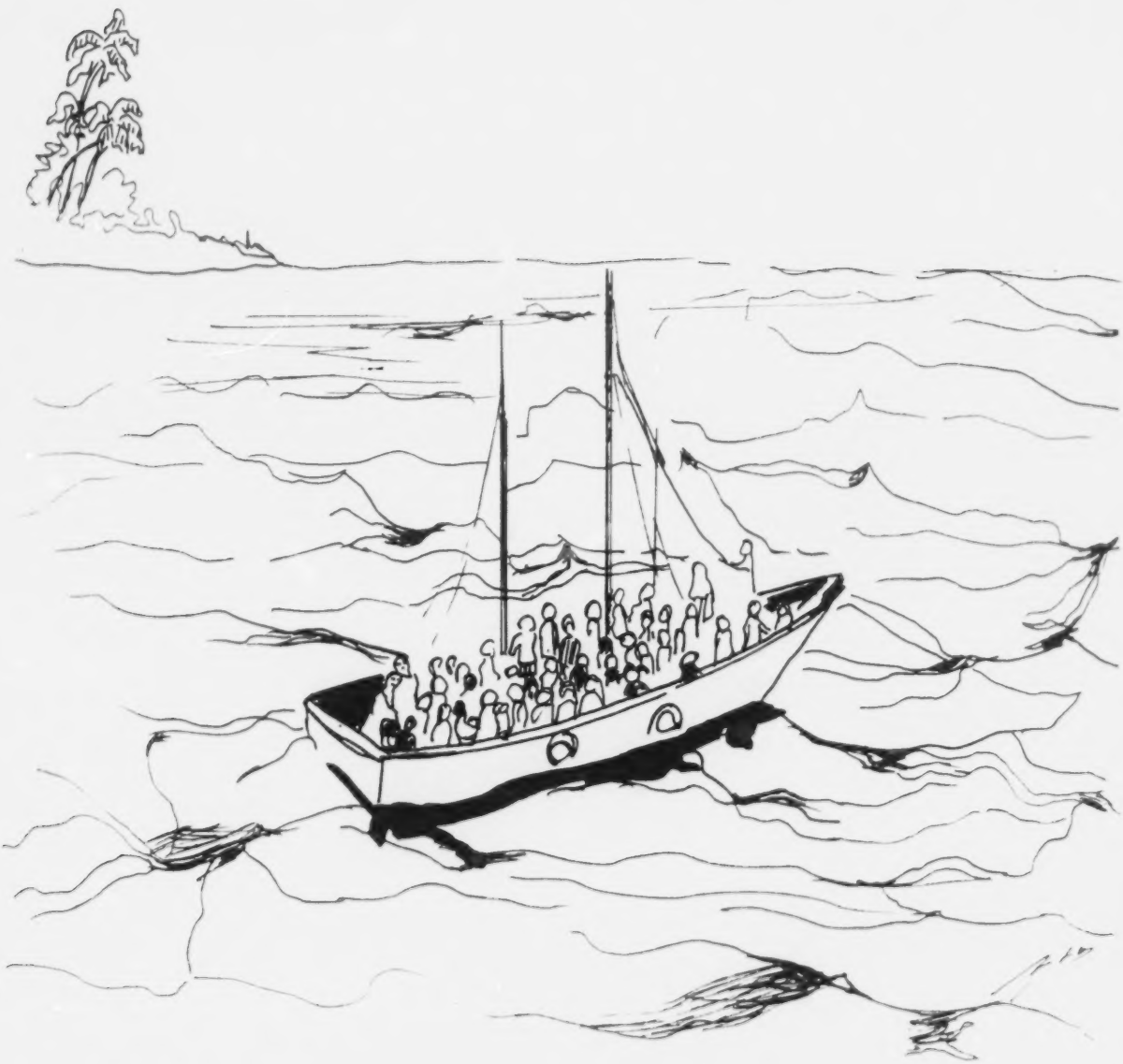


When it rained, we collected the water in a few pails and used it as drinking water. To avoid getting wet we threw a big plastic cover over us.

At night, it was scary because it was very dark.
All we could hear were the waves hitting again
and again against the bottom of the boat.

At times I felt very lonely and wanted to cry. I yearned for my mother's lap. Instead I would hug my rag doll, Lina, and try to forget about those monstrous waves.

At long last, we saw land. We were so happy! We clapped for joy and cheered! We had reached Nassau, in the Bahamas. We got food and water. I thought the trip was over but we had to go on.



We felt terrible at the thought of starting on the high sea again. I felt a lump in my throat. As we sailed, the night and days seemed even longer.

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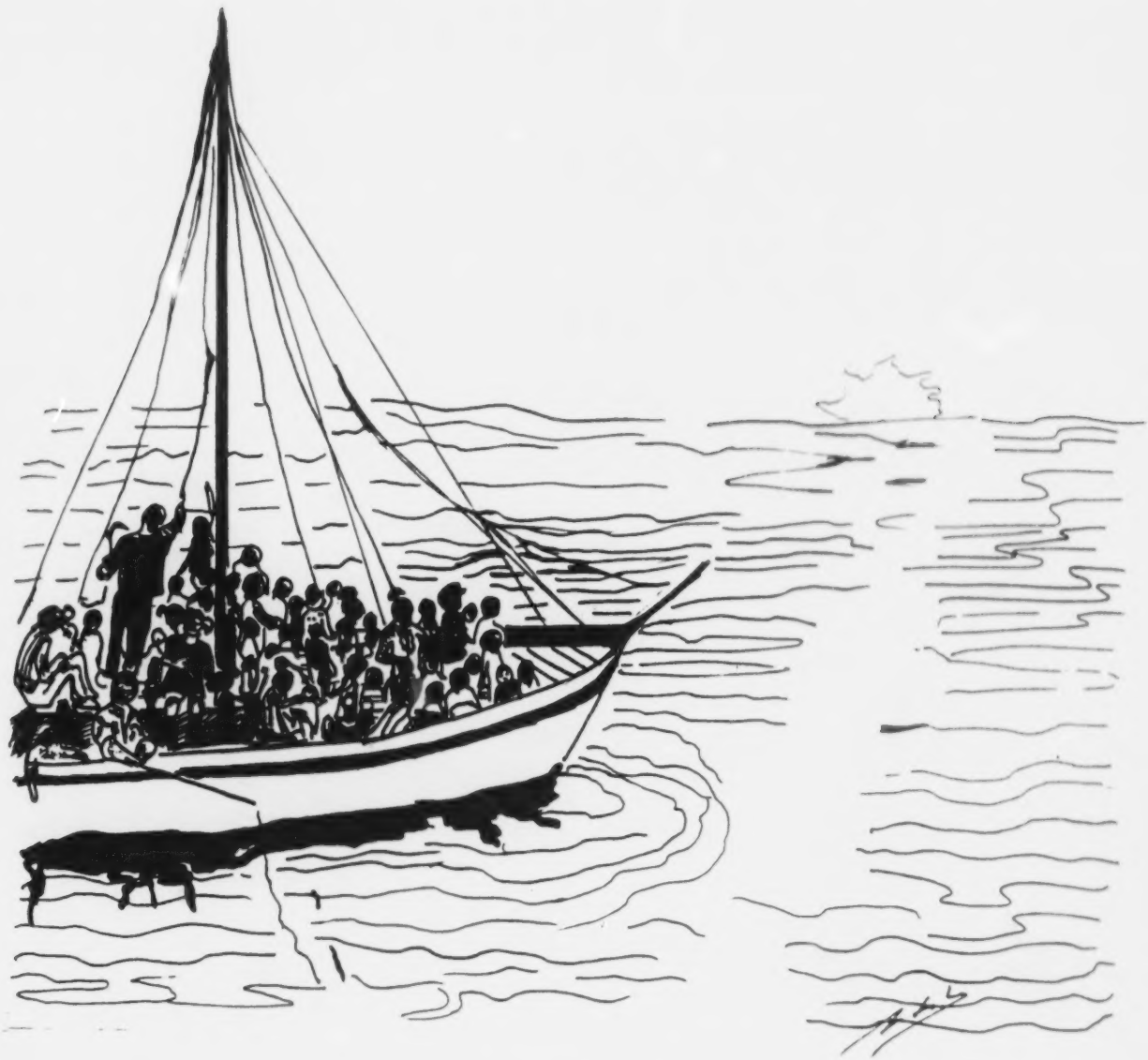

But, I loved to watch the sunrise over the ocean; I felt good. The colorful rays always gave me the hope that we would make it to the United States.

We went on our journey until we reached land again.
We had reached Guantanamo Bay, in Cuba.

Afterwards we boarded a ship that brought us to Miami, Florida. I was very sad, because my little Lina was left on the other boat with all our belongings.

After having spent twenty-one days on the sea, we finally landed in the United States. They took us to a place called Krome. While we were not free to come and go, we were able to take showers. We also got clean clothes to wear and food to eat. We slept on cots.

After a few days, they moved all of us children to a special house until we were placed with a family.

My Aunt Ana found someone from California who wanted to sponsor her. She could not take us with her. My cousin and I stayed with the other children. We felt so hurt.

We were placed with an American family. The family members were very nice to us, but we could hardly understand them.

One day, when we didn't expect it, we learned that a Haitian woman, her husband and kids wanted tc care for us in New York. We were happy.

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This couple treats my cousin and me as their own children. The social workers from the agency visit us often or call us on the telephone. Our foster parents helped us find our family in Haiti. We keep in touch now.

We go to school close to our new home. The school has Haitian Kreyòl bilingual classes. We are taught both in Kreyòl and English. We have new friends.

I am so grateful. We have found a good family that cares for us and loves us as if we were their own children. We hope that one day we will see our mothers again. For now, we want to get a good education and make our parents proud of us.

TEACHING ACTIVITIES
FOR
THE LONGER VERSION OF THE STORY

Introductory Teaching Activity

Objectives

Students will be able to:

- explain the story that the poem tells
- identify examples of figurative language
- explore the components necessary to build freedom

Development

Read the poem aloud to the students and ask questions such as the following:

- Where is the poet going? Why?
- If you were to draw pictures to accompany the poem, what would you draw?
- To whom is the poet speaking in the lines "Raise your lamp beside the golden door/ Welcome my hopes and dreams ashore?"
- What clues do you have about the country the poet is leaving?
- What countries might fit these clues?

- Explain that the poet's land is Haiti and have students elaborate on the struggle for freedom in that land, and in other countries.
- Distribute **Student Activity 1**, "Freedom Bound" and have the students reread the poem. Guide them in interpreting specific lines.
  - What does the poet mean when he says, "I'll cross the border of many nations/And burn holes in the four horizons?"
  - You may need to explain to the class that Haitians have immigrated to different countries in search of a better life. The poet wants the reader to associate that meaning with the lines about the four horizons.
  - When the poet says he has worked the cane fields and found no sugar there, what does he mean? What country do you think he is referring to?

- If the class does not know, explain that many Haitians crossed to the Dominican Republic on contracts to work in the sugarcane fields there. They also immigrated to Cuba before the 1960's. Conditions were very bad for the workers.

  - What does the poet mean by saying he finds no sugar in the cane fields -- there has to be sweet cane juice in the cane?

- Guide the students to understand that sugar is used figuratively to mean sweetness of life, happiness, freedom.

- Explain, if the class is not familiar with figurative language, that poetry uses language in new and different ways -- figurative language. Help the groups identify other examples of figurative language, and compare and contrast the poet's use of language with other ways of giving the same information.

- Have students complete the activity in small groups.

- Facilitate the group discussions with other questions or comments to promote discussion.

For Question 1. (examples of figurative language)

  - What does the poet mean by "I have no time to unpack my dreams?" Can dreams really be packed and unpacked?

  - Is "I found no sugar there" figurative language?

For Question 2. (meaning of last stanza)

  - Why doesn't the poet stay in the United States?

  - If he could stay, do you think he would feel free? Explain.

  - What do you think he means by "build you with my hands/ With the color and shape of my land?

For Question 3. "What are the ways that freedom can be built?"

  - Guide students to identify the components of freedom in the ideal sense, e.g., right and responsibility to vote, tradition of democracy, education available to all, etc.

  - How will the poet struggle for freedom in his own land?

- Is there ideal freedom for all in the United States? Explain. How can the struggle for freedom be continued in the United States?

For Question 4. (comparison of poet's feelings and students' own feelings about their homelands)

- Encourage students to use a semantic map or design to illustrate their feelings about their native land. Then they can discuss how their feelings are the same as and different from the poet's feelings.

- Conclude the activity by choosing a representative of each of the groups to answer one of the questions.

Follow-up Activities

Students can:

- Write a poem, draw a picture or make a collage showing their feelings about their native land.
- Research articles about refugees and immigrants from Haiti and report on the obstacles they face.
- Take a position supporting or disagreeing with United States current policy on Haitian refugees.
- Research and report on the difference between the status of political refugees and immigrants who are coming for economic reasons.
- Research the history of the Statue of Liberty.
- Write a poem or create a work of art that represents their own ideas of freedom.
- Have a panel discussion or a debate defending or attacking the current U.S. policy on immigration.
- Research the U.S. policy for admitting people from Mexico and the Caribbean islands. Why are so many Haitians not admitted as political refugees? What is the U.S. government's reasoning?
- Compare and contrast the U.S. policies for refugees from Iran and China with the policy for Haitians. Take a position attacking or defending the differences.

Introductory Student Activity

Freedom Bound

by Jean Claude Martineau

Freedom here I come.
Raise your lamp beside the golden door.
Welcome my hopes and my dreams ashore.
It's for you that I forsake my home,
Freedom O Freedom.
Since I have never seen you before,
I don't really know what to look for,
But ready or not here I come.

I set my sail across the dawn
To take me away from my fears.
I turn my face toward the morning sun
So the sunshine can dry up my tears.
There'll be nothing to hold me down
In my traveling freedom bound.
I'll cross the border of many nations
And burn holes in the four horizons.

Freedom O Freedom,
We're so thirsty for you where I'm from
That someday I'll take you by the hands,
And invite you to dwell in my land.
But everybody agrees, it seems,
To keep me away from their doors.
And when I manage to make it ashore
I have no time to unpack my dreams.

I worked the cane fields and I swear
I have found no sugar in there.
Although I came begging for liberty
I am jailed in the Land of the Free.

Freedom O Freedom,
Now I know I can't call you my own
Till the day I build you with my hands
With the color and shape of my land.

Introductory Student Activity

Exploring the Poem

Directions: Reread the poem, "Freedom Bound" and discuss the questions below. Write your answers after the discussion.

1. Find three examples of how the poet uses language in an unusual or figurative way.

_____

_____

_____

2. What does the last stanza mean? Do you agree or disagree with what the poet is saying? Explain.

_____

_____

_____

3. What are the ways that freedom can be built?

_____

_____

_____

4. How are the poet's feelings about his native land similar to and different from your own feelings about your native land?

_____

_____

_____

_____

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Overview for Teaching Activities 1-7

Activities 1-7 are based on the story of a young Haitian girl who, with her cousin and aunt, makes the hazardous ocean journey to the United States in a small crowded boat.

Read the story aloud to the students, choosing a stopping point by the level of interest and time constraints. The students should listen to the whole story before reading the sections which are printed as Student Readings 1-8.

Discussion questions follow each student reading. You may want to use some of these when you read the story aloud or you may want to have students respond to the story without any specific questions. Then assign small groups to discuss and answer various questions as they read each section.

Each student reading is followed by an activity which may be a full lesson or more. Several other follow-up activities are also suggested. The activities cover the various subject areas: communication arts, mathematics, science, social studies, art, music, dance and physical education, and health education. These activities are also listed by subject area in Appendix C for your convenience in reviewing those you might like to use with your students.

Teacher's Copy

Lilin's First Journey!

Sometimes it is hard for me to fall asleep. I'm thinking of my mother, my brother, my sister and my friends. Do my friends miss me as much as I miss them. Will I ever see my family again? Will we ever be reunited again? How is Sen Michèl Laplaj now? Do they still have the market on Saturdays? Do the children go to school? With all those questions kicking and jumping in my head, I toss and turn in bed unable to sleep.

When I finally do, I am brought back to my little village of Sen Michèl Laplaj. I see my mother getting the donkey ready. She is going to the next large town of Lenbe to buy products like cooking oil, kerosene, rice, soap, matches and other things we could not produce in Sen Michel. My mother would resell those things in our village market.

I see Janet and Wozali, and me. We are jumping rope. We are playing 'kay'. We are running down the hill with our 'kalbas'. We are on our way to the brook to fetch fresh water. Some boys are playing soccer in the middle of the road with a handmade cloth ball. Uncle Fefe is weeding his vegetable garden. Aunt Mari is sweeping the dirt yard before she puts out her coffee to dry. Grandma, sitting under the big 'mapou' tree, is telling riddles and some old tale to a few children.

(End of Student Reading 1)

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Teacher's Copy

Lilin's First Journey!

Sen Michel is no longer the same. Sen Michèl has changed. It changed on the day we heard some adults nervously and anxiously whispering among themselves. I had just turned seven. All of a sudden, our parents wanted us to stay close to the house at all times. Young men could no longer gather in groups in the streets. Armed soldiers roamed the streets night and day. The village looked like a ghost town; it was no longer bustling with life and echoing with our voices and laughter.

One day, two houses completely burned to the ground. The soldiers claimed that political criminals had set the houses on fire. They went around angrily searching every house for suspects. They arrested my grandmother and accused her of helping the criminals. We never saw her again. We could not understand what was happening in our village. Everyone walked in fear of being apprehended. At the sound of any loud noise, doors would be closed and shutters drawn very quickly.

A few days later our aunt came rushing in and told us to go to a neighbor's house. We could no longer stay in our own place. I was shocked! When I asked for my mother, my aunt replied vaguely that my mother had gone into hiding and would not be returning to the village until things became calm again. I was totally devastated! Not knowing what would happen next, I curled up in a corner and tried to become invisible.

(End of Student Reading 2)

Lilin's First Journey!

By nightfall, we heard that Metelis, who owned a boat, was willing to bring us to America. But my family was scattered and we could not get a message to them in time. My aunt said she knew my mother would want me to go, even if I was the only one in my immediate family who could leave at that time. I asked myself why? Why me? Why me? Why do I have to leave my brother, my sister, my mother and all my meager belongings behind? Tears rolled down my cheeks. But my aunt said my mother would want me to take this chance for a better life. There might not be another.

When I reached the wharf with my Aunt and Joslyn, another cousin of mine who was only five, we were not alone. There were several other people already on line. And more were coming silently with a few clothes hastily wrapped in a bundle along with some food. It was very scary and I wanted to cry but I didn't. Instead, I clung to my Aunt Ana's skirt and hugged my rag doll, Lina, very tightly to my heart.

The boat was tied at a distance from the shore. The night was pitch black. There was no moonlight to guide us. We could only hear the waves and the people's footstep crunching the rocky beach. As we boarded, people handed whatever money they had to Metelis. There were so many people, I could not count them except for the children. We were about twelve. They had all of us huddle together in the middle of the boat.

(End of Student Reading 3)

Teacher's Copy

Lilin's First Journey!

The kanntè, our rickety boat, started its journey. Days turned into nights and nights into days. We mostly ate cooked rice, cassava, avocados, and sugar cane. In no time our water supply was gone. Many of us got sea sick. We vomited. Yet I never lost hope. We sang songs but most of the time we were thinking of what we had left behind -- family members, our homes, our belongings, our land.

At times, I was already dreaming of all the good things that I would find in the new land. I remembered uncle Jojo's stories about America. He once told us that New York is very much like an enchanted city. Some of its buildings are taller than our tallest mountain. There are lights everywhere, plenty of food, beautiful cars, clothes, streets on top of each other, and pennies everywhere for children to pick up. Pennies for children to pick up! I smiled at that thought.

When it rained, we collected the water in a few pails to use as drinking water. To avoid getting wet we used a big plastic cover. I slept, I dreamed; I dreamed, I slept, I had nightmares. At night, it was scarier because it was so dark. All we could hear were the waves hitting again and again against the bottom of the boat. I felt that the waves were like a giant monster trying to swallow us. At times, I remembered my mother, sister and brother and wanted to cry. I felt very lonely although we were so many. I could not stay close to where my aunt Ana was on the boat; all the children were together. I yearned for my mother's embrace and comfort. Then I would hug my ragged doll, Lina, and try to forget about those monstrous waves threatening to drag the skiff and all of us to the bottom of the ocean.

(End of Student Reading 4)

Teacher's Copy

Lilin's First Journey!

At long last, we saw land. We were so happy! We clapped for joy and cheered! Many soldiers and a few civilians approached us on the shore. They told us that we had reached Nassau, in the Bahamas. They gave us some food and water, but said we had to go on, we could not stay on their land.

We were crushed at the thought of starting on the high sea again. I felt a lump in my throat. The ocean seemed deeper, wider and more threatening. I asked myself what would happen when I finally reached the shores of America. Would it be better or worse? Would I ever get out of this watery nightmare in one piece? My faithful companion Lina was all that I had for comfort.

Through the long days, sitting cramped next to my little cousin Joslyn, I longed for a home-cooked meal or being able to move freely about. Joslyn was two years younger than I. She cried constantly and was very fearful of the sea. At night she would whisper her mother's name to help her fall asleep.

Sometimes the sea was calm, but at other times the waves were really strong and high. The boat rocked and swayed. Sea water would get into the boat. We were really frightened that the boat might sink. Many of us did not know how to swim. We used pails, cups and even our hands to get the water out of the boat. Several times I thought we would not make it, yet I did not lose all hope. I knew in my heart that some day things would be better. I loved to watch the sunrise over the ocean; I felt peace within. The colorful rays never failed to rekindle my hopes and bring the joy of seeing a new day.

(End of Student Reading 5)

Teacher's Copy

Lilin's First Journey!

We got fed up with the long sea voyage. With no land in sight some people started to wonder if Metelis did know the way to America. They complained that we would never make it -- like so many others before us. They claimed that our bodies would be washed ashore on some unknown beach. Metellis flew into a rage, grabbed the loudest man and threw him overboard. Many people helped pull the man back into the boat. After this incident, every one kept quiet.

The sun rose, the sun set, day after day, we went on our journey until we reached land again. Many white men in uniforms accosted us. They helped us to land and told us that we had reached Guantanamo Bay, an American military base in Cuba. Metelis talked a lot in a language we could not understand. Then they had us leave everything, all our belongings, in the boat and they set it on fire. At that particular moment, I felt half my life had vanished with the ashes of the boat. How could they burn my poor little Lina, my only friend, my dear Lina? Why? What did she do?

Later that night and the following day, we were asked all sorts of questions. Some we could not even answer. Afterwards the American soldiers had us board a ship that brought us to Miami in Florida. After having spent twenty-one days on the sea, we finally had landed in the United States. We were ushered into Krome, a special detention center. There they had all of us take showers. Then they gave us clean clothes to wear and fed us. Although we were not free, we could wash ourselves, eat regularly and sleep on cots.

After a few days they placed most of us children in a special house where they took care of us until the authorities could locate some family members who were willing to claim us. A few passengers from our boat had relatives in the United States. These relatives sent for them. Other passengers had to stay in Krome, and then were sent back to Haiti.

(End of Student Reading 6)

Lilin's First Journey!

My Aunt Ana found someone from California who wanted to sponsor her, but Pascale, the supervisor in charge of the house, would not let my cousin and me leave with her. We felt so hurt and disoriented. She was the last person that reminded us of our home and all those we had left behind. My cousin and I were left alone among the other refugees. We wondered what would become of us. After a few days in that house, we were advised that we were going to be placed in a foster home. We prayed that the family would be Haitian. But our prayers were not answered. Instead, we were placed in an American family. Although the family members were very nice to us, we felt tense because we could hardly understand them. We were so miserable. We wanted badly to go back home to our family. Even with all the trouble in the country, at the very least we would have our mother's affection.

One day, when we least expected it, we learned that a Haitian woman, her husband and kids wanted to care for us in New York. The agency filled out the proper papers and made the plane arrangements. We gladly went to them. This couple treats my cousin and me as their own children. The social workers from the agency visit us often or call us on the telephone. Our new family helped us to get in touch and keep up a correspondence with family members in our homeland. They have registered us in a school with a Haitian Kreyól bilingual program. We are being taught in both Kreyól and English. We have new friends that speak both languages.

I am so grateful. We have found a good family that cares for us and loves us as if we were their own children. We hope that one day we will see our mothers again. For now, we want to get a good education and become somebody so that our parents will be proud of us.

(The End)

Teaching Activity 1

Objectives

Students will be able to:

- compare and contrast village life with urban life
- describe some positive aspects of village life

Development

- Show students the picture of the village and ask them whether they think it could be the village in the story.
- Discuss briefly what they can learn about the village from the picture and what elements described in the story are missing.

Ask the class:

- Have you ever lived in or visited a village similar to Sen Michel? What was it like? How did you spend your days?
- Would you like to spend time in Sen Michel as Lilin first described it? What would you do there?

- Divide the class into partners and distribute **Student Activity 1A, "A Day in Sen Michel."** Have students complete the activity sheet individually and discuss what they have done with a partner, filling out a typical day by combining their work.
- Either on the chalk board or on **Student Activity 1B, "A Day in New York City,"** have the class compile a version of a typical day in New York City.
- Compare and contrast the two days. Discuss why Lilin would miss Sen Michel.
- Distribute **Student Activity 1C "Picture Dictionary"** and have students draw a picture and or write an English definition for the Haitian word. Return to the activity as other words appear in the story and as children volunteer new words to be entered. When you have a sufficient number of words, have a small group of students collect the papers. Alphabetize the words to make a class dictionary.

Follow-up Activities

Students can:

- Write a poem or draw a picture that expresses the narrator's feelings about the village of Sen Michel.
- Create a dictionary of Haitian words and their definitions based on the story.
- Write their own stories of a day in a village based on their own experiences or those of friends and relatives.

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- Draw a picture and or write a brochure advertising the village of Sen Michel as an ideal place to live or to vacation.

- Compile a class book of riddles and folktales. Each student can be responsible for finding one riddle or story, using their own backgrounds.

- Explain how to play kay and play the game in the classroom.

Note: Students of Haitian background may know how to play Kay and demonstrate it to the class. Kay is a competitive mathematical game for two players that involves calculation, predicting, visual memory and other skills. The player who collects the most beans is the winner.

The game is played as follows:

Players need two rows of 6 circles drawn on the floor or a board. They place 4 pebbles or beans in each circle (48 total). First player must start on the row that is on his/her side. The player takes 4 beans from one of the circles and moves to the right, putting one bean down in first, second, and then third circle. When he/she gets to the fourth circle instead of putting down a bean the player picks up the 4 beans and now has 5 beans. The player repeats the action of putting down a bean in the next 4 circles. When the fifth circle is reached, the player keeps the last bean and picks up 4 beans. The game continues until the player gets to an empty circle and puts the bean left in his/her hand down in the empty circle. Then the next player takes a turn, playing the same way.

The number of circles a player may use in one turn depends on which circle the player starts in. As the game goes on, the circles will have different numbers of beans, from 10 to 0. Beans are collected when a player gets to a circle with 3 beans with only 1 bean remaining in his/her hand. The player then picks up the 3 beans from the circle and puts down these 4 beans in a pile on his/her side. When all the circles have been emptied, the player who has collected the most beans wins.

Student Reading 1

My First Journey!

Sometimes it is hard for me to fall asleep. I'm thinking of my mother, my brother, my sister and my friends. Do my friends miss me as much as I miss them? Will I ever see my family again? Will we ever be reunited again? How is Sen Michèl Laplaj now? Do they still have the market on Saturdays? Do the children go to school? With all those questions kicking and jumping in my head, I toss and turn in bed unable to close my eyes.

When I finally do, I am brought back to my little village of Sen Michèl Laplaj. I see my mother getting the donkey ready. She is going to the next large town of Lenbe to buy products like cooking oil, kerosene, rice, soap, matches and other things we could not produce in Sen Michel. My mother would resell those things in our village market.

I see Janet and Wozali, and me. We are jumping rope. We are playing 'kay'. We are running down the hill with our 'kalbas'. We are on our way to the brook to fetch fresh water. Some boys are playing soccer in the middle of the road with a handmade cloth ball. Uncle Fefe is weeding his vegetable garden. Aunt Mari is sweeping the dirt yard before she puts out her coffee to dry. Grandma, sitting under the big 'mapou' tree, is telling riddles and some old tale to a few children.

Discussion Questions

- What can you tell about the story from the first paragraph? What do you think has happened?
- If you could draw a picture of the village, what would you draw?
- How does Lilin's mother provide for her family?
- Would you like to live in such a village? Explain.
- In what country do you think the village is? Why? What clues do you have?
- Have you lived in or visited a similar village? Share your own experiences of village life.
- What other countries have similar villages?
- What would life be like in such a village?
- What are some of the advantages and disadvantages of living in a small village?

Student Activity 1A

A Day in Sen Michel

Directions: Choose at least three time periods and describe what you might be doing if you lived in Sen Michel. Then discuss your ideas with a partner and try to describe the rest of the day.

Early Morning

Late Morning

Noon

Early Afternoon

Late Afternoon

Suppertime

Evening

Student Activity 1B

A Day in New York City

Directions: Choose at least three time periods and describe what you might be doing on a typical day. Then discuss your ideas with a partner and try to describe the rest of the day.

Early Morning

Late Morning

Noon

Early Afternoon

Late Afternoon

Suppertime

Evening

Student Activity 1C

Picture Dictionary

Directions: Draw a picture and write the meaning of the Haitian words in English. Add to the list as your contribution to a class dictionary.

kay

kalbas

kannte

mapou

Teaching Activity 2

Objectives

Students will be able to:

- describe the child's viewpoint of the political changes
- explore the meaning of point of view

Development

Ask the class:

- Have any of you experienced a very big change in your lives that you didn't understand?
- Do you think it is harder for children to face change than it is for adults? Explain.

- Distribute **Student Reading 2**. Have the students read that section of the story and discuss any questions you choose.
- Explore the idea of point of view. How would soldiers regard what they were doing to the village people? How would government officials regard the actions of the soldiers? How would the mother regard the soldiers' actions? What would the other villagers think?.
- After discussing these issues, ask the students to choose any character from the village or a soldier who is conducting the search and tell the story from that person's point of view.
- Have different students present their ideas to the class, orally or in writing.
- You may also want to illustrate concretely the concept of perspective by assigning each student to look directly to their left or right and describe exactly what they see.

  Sample:

  - I see a radiator and two windows, a crooked window shade and a book shelf with science and math books.

- Then collect the papers and have other students identify where the student who wrote the description was sitting.
- Discuss the factors that affect one's point of view or perspective in life: culture, language, age, past experience, social status.

- Ask the class to think of situations in which the people involved would see the events from a different perspective, e.g., parent and child discussing child's coming home later than parent has said; the viewpoint of Native Americans being forced off their land and the viewpoint of Europeans wanting farmland for themselves; refugees and U.S. immigration officials, etc.

Follow-up Activities

Students can:

- Write about and draw pictures showing scenes in the story.
- Write the thoughts and feelings of Joslyn or Lilin as if they were keeping a diary.
- Interview older friends and relatives about their childhood memories in their home towns. Record the interview or be prepared to retell the memories to the class.
- Act out a scene based on the story.
- Discuss why the fires burned the houses and how a village might put out a fire without a fire department. Try to find out how different towns and villages put out fires by interviewing people from the Caribbean.

Student Reading 2

My First Journey

Sen Michel is no longer the same. Sen Michèl has changed. It changed on the day we heard some adults nervously and anxiously whispering among themselves. I had just turned seven. All of a sudden, our parents wanted us to stay close to the house at all times. Young men could no longer gather in groups in the streets. Armed soldiers roamed the streets night and day. The village looked like a ghost town; it was no longer bustling with life and echoing with our voices and laughter.

One day, two houses completely burned to the ground. The soldiers claimed that political criminals had set the houses on fire. They went around angrily searching every house for suspects. They arrested my grandmother and accused her of helping the criminals. We never saw her again. We could not understand what was happening in our village. Everyone walked in fear of being apprehended. At the sound of any loud noise, doors would be closed and shutters drawn very quickly.

A few days later our aunt came rushing in and told us to go to a neighbor's house. We could no longer stay in our own place. I was shocked! When I asked for my mother, my aunt replied vaguely that my mother had gone into hiding and would not be returning to the village until things became calm again. I was totally devastated! Not knowing what would happen next, I curled up in a corner and tried to become invisible.

Discussion Questions

- What changes did Lilin see in Sen Michel?
- How would you explain what happened in the village?
- Do you think Lilin, the child telling the story, should have had more explained to her? Why or why not?
- Why couldn't the mother come and explain that she was going away?
- Is it possible to understand something with the mind, but not be changed in what you feel? What do you think Lilin is feeling? Do you think she feels abandoned? Explain.

Teaching Activity 3

Objectives

Students will be able to:

- explain reasons for leaving one's homeland

Development

Ask questions such as the following:

- How has the change in Sen Michel affected your own feelings about living there? Would you want to live there or vacation the change took place? Explain.
- What can the people who are living there do about the situation?
- What would you want to do if you were a villager of Sen Michel?

- Distribute **Student Reading 3** and have students discuss as partners or in small groups any of the accompanying questions you choose.
- Distribute **Student Activity 3, "Leaving"** and have students complete one or more of the questions. Have students share their answers with the class or a small group.
- List on the chalkboard the reasons for staying and the reasons for leaving as given by the students.
- Have the class elaborate on both the reasons for leaving and the problems in taking that risk.
- Have students role play a situation in which a decision is made and discuss the decision-making process -- possible consequences of each alternative, advantages and disadvantages of each alternative.
- Then have students summarize the reasons on the bottom of the activity sheet.

Follow-up Activities

Students can:

- Stage a panel discussion about the reasons people leave their homeland.
- Write about their experiences related to the decision to leave their homeland.
- Interview friends, family, about reasons for leaving home and compile a chart about the reasons for leaving.

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- Identify different types of water transportation and discuss experiences or knowledge of them (canoe, sailboat, motorboat, cabin cruiser, kayak, dinghy, inflatable raft, rowboat, fishing boat, barge, tugboats, tanker ferry, lifeboat, ocean liner, submarine.) They can discuss how they would feel in various types of boats and ships: What would it be like to be on a submarine for many days? What would it be like to hunt seal from a kayak?

- Visit a port and look at different ships and boats. Make a picture report about the uses of the different boats and ships.

- Research the history of marine transportation.

- Research current or past guidance systems of ocean vessels.

Student Reading 3

My First Journey

By nightfall, we heard that Metelis, who owned a boat, was willing to bring us to America. But my family was scattered and we could not get a message to them in time. My aunt said she knew my mother would want me to go, even if I was the only one in my immediate family who could leave at that time. I asked myself, why? Why me? Why me? Why do I have to leave my brother, my sister, my mother and all my meager belongings behind? Tears rolled down my cheeks. But my aunt said my mother would want me to take this chance for a better life. There might not be another.

When I reached the wharf with my aunt and Joslyn, another cousin of mine who was only five, we were not alone. There were several other people already on line. And more were coming silently with a few clothes hastily wrapped in a bundle along with some food. It was very scary and I wanted to cry but I didn't. Instead, I clung to my Aunt Ana's skirt and hugged my ragged doll, Lina, very tightly to my heart.

The boat was tied at a distance from the shore. The night was pitch black. There was no moonlight to guide us. We could only hear the waves and the people's footstep crunching the rocky beach. As we boarded, people handed whatever money they had to Metelis. There were so many people, I could not count them except for the children. We were about twelve. They had all of us huddle together in the middle of the boat.

Discussion Questions

- Should the aunt have taken Lilin and Joslyn with her? Why or why not?
- Why do you think so many people are there to take the boat?
- What dangers will these people face?
- Why does the owner of the boat make the journey?
- What do you think the people expect to find in America?
- How would you feel if you were in Lilin's place? Explain.
- Would you have chosen to leave? Explain.

Student Activity 3

Leaving

Directions: Choose one of the questions from 1-5 to answer. Then summarize the reasons for leaving.

1. Describe that scene at the dock as if you were the owner of the boat watching the people. What would you see? What would you be thinking?

2. If you were a father with just enough money for the passage, would you leave your family? Explain the reasons for your decision.

3. If you were a mother and had just enough money to send only one of your children, would you do it? Why or why not?

4. If you were sending a child, what would you tell the child?

5. What would you be most worried about as you thought about the journey?

Write the answer to the question you choose in the space below.

Summarize the reasons people leave their homelands.

Teaching Activity 4

Objectives

Students will be able to:

- summarize the difficulties of the journey
- evaluate the diet available to the people on the boat
- explain the food groups and food pyramid

Development

- Tell the class to pretend they have an hour to prepare for a sea journey. They can only bring what they can carry in their hands. They know nothing of the supplies on the boat or how long the journey will take. What will they bring?
- Choose different children to write the items they would bring on the chalk board.
- Distribute **Student Reading 4** and have students read that section and in small groups respond to any discussion questions you choose.
- Have the children look at the list on the chalkboard and count how many children wrote water or types of food as something they would bring with them on the journey.

Ask the class:

- What kind of food could be carried on the boat?
- Do you think it would be a good idea to bring food and water on such a journey? Why or why not?
- Why would fresh water be important? Why can't people drink sea water?
- What did they eat on the boat?
- What do you need for a healthy diet?

- You may want students to draw pictures of foods they need in a healthy diet.
- Discuss the food pyramid and explain to the students that grains are a basic part of a healthy diet. Draw a pyramid on the chalkboard and as students suggest a food, place the name of the food beside the category in the pyramid.

- Distribute **Student Activity 4, "A Healthy Diet."** Have students work with a partner to complete the activity. Discuss the foods that would supply protein when added to the foods mentioned in the story. For example, beans with rice makes a protein as complete as meat, with less fat. Fish is a complete protein. Perhaps, they could have fished from the boat.

Ask the class:

- What are some of your favorite meals that are traditional to your homeland or your ethnic group?

- Have students describe some foods. Then divide the class into small groups and have each group evaluate several traditional dishes for their nutritional value. Have the groups of students share their answers with the class.

- Discuss the idea that most traditional diets provided the people with nutritious foods.

Follow-up Activities

Students can:

- Prepare a class wall chart illustrating and giving nutritional information on various ethnic foods.

- Explain other health problems the passengers might have on the boat: protection from sun and wind, exercise, etc.

- Research the importance of exercise for health.

- Test materials to see what floats: rocks, wood, feathers, plastic. Figure out how shape affects the capacity to float.

- Compare and contrast the safety of different types of boats in the past with those in the present.

- Test different types of constructed rafts, twig boats, plastic etc,. to see how well they float in a basin or aquarium.

- Research and draw a map of the ocean currents in the Atlantic ocean.

- Test how temperature creates a current by putting food coloring into hot water and pouring it into cold water in an aquarium.

- Put sea water in a dish and let it evaporate: measure the salt that is left. (Sea water can be duplicated by buying salt from an aquarium store and following the directions for a marine aquarium.)

- Research and write a report with illustrations on the importance of water and its uses. Younger children can draw pictures illustrating the different uses of water and discuss what would happen without water.

- Research and report on the dangers of water pollution: ground water or ocean water.
- On a globe, locate and identify the oceans of the world. Trace the route of the journey.
- Research and report on what makes tides.
- Research and illustrate an ocean food web.

Student Reading 4

My First Journey

The kanntè, our rickety boat, started its journey. Days turned into nights and nights into days. We mostly ate cooked rice, cassava, avocados, and sugar cane. In no time our water supply was gone. Many of us got sea sick. We vomited. Yet I never lost hope. We sang songs but most of the time we were thinking of what we had left behind -- family members, our homes, our belongings, our land.

At times, I was already dreaming of all the good things that I would find in the new land. I remembered Uncle Jojo's stories about America. He once told us that New York is very much like an enchanted city. Some of its buildings are taller than our tallest mountain. There are lights everywhere, plenty of food, beautiful cars, clothes, streets on top of each other, and pennies everywhere for children to pick up. Pennies for children to pick up! I smiled at that thought.

When it rained, we collected the water in a few pails to use as drinking water. To avoid getting wet we used a big plastic cover. I slept, I dreamed; I dreamed, I slept, I had nightmares. At night, it was scarier because it was so dark. All we could hear were the waves hitting again and again against the bottom of the boat. I felt that the waves were like a giant monster trying to swallow us. At times, I remembered my mother, sister and brother and wanted to cry. I felt very lonely although we were so many. I could not stay close to where my aunt Ana was on the boat; all the children were together. I yearned for my mother's embrace and comfort. Then I would hug my ragged doll, Lina, and try to forget about those monstrous waves threatening to drag the skiff and all of us to the bottom of the ocean.

Discussion Questions

- What dangers were the passengers facing?
- Why did they have to collect the rain water?
- What does it mean, "I felt very lonely although we were so many?"
- Why were they sick?
- How would you have passed the time on the boat?

Student Activity 4

A Healthy Diet

Directions: Read the information below and give your own ideas in answering the questions.

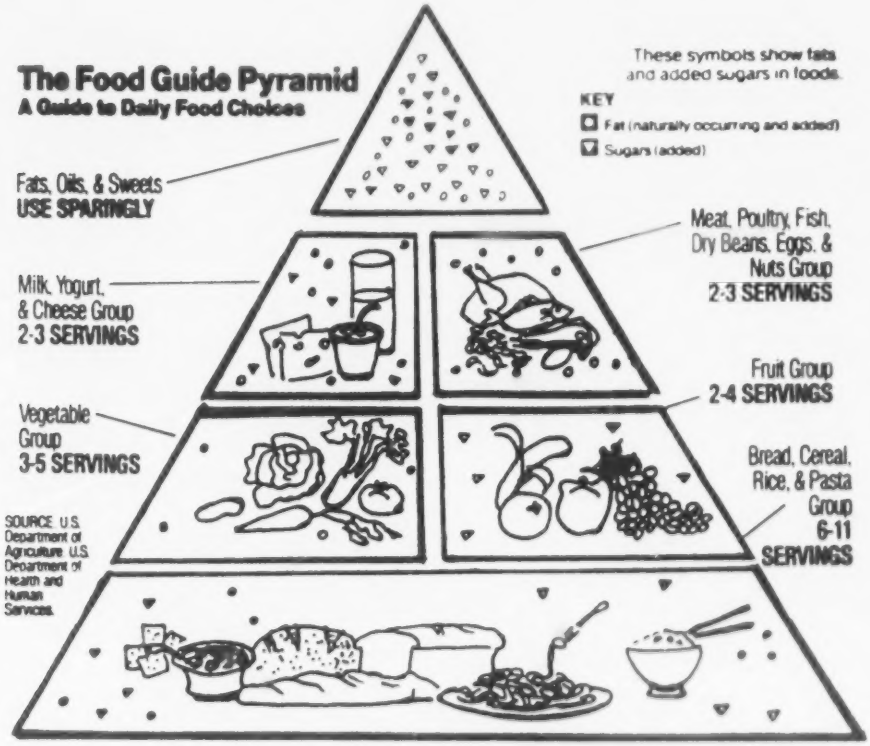
1. What food did the people on the boat eat?

_____

_____

_____

2. Look at the food pyramid below. Check which food groups that item fits in:


The Food Guide Pyramid
A Guide to Daily Food Choices
These symbols show fats and added sugars in foods.
KEY
Fat (naturally occurring and added)
Sugars (added)
Fats, Oils, & Sweets
USE SPARINGLY
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Fruit Group
2-4 SERVINGS
Vegetable Group
3-5 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS
SOURCE: U.S. Department of Agriculture, U.S. Department of Health and Human Services

A. rice
B. cassava
C. avocado

3. Is anything missing from the diet of the people on the boat? Explain.

4. What foods would contain the protein that would make their diet more healthy?

_____

_____

_____

_____

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Teaching Activity 5

Objectives

Students will be able to:

- Identify the islands mentioned in the story
- Trace the route of the boat

Development

Ask the class:

- Do you believe that all people should be able to go to whatever country they want to?
- Does a country have a right to keep people out? Explain.
- What do you think would happen if there were no laws preventing people from going anywhere in the world?

- Distribute **Student Reading 5** and have students read the passage and respond in any way they choose. You may also want to assign some of the discussion questions.

Ask the class:

- Do you think the people on the boat should have been allowed to stay in Nassau? Explain.

- Distribute **Student Activity 5**, "Map of the Caribbean" and have students trace the first part of the journey and measure the distance. Then have them measure the distance to Florida. Ask them if they think it is possible for the boat that was described to make that journey and give their reasons.

- Explain the idea of an embassy to the class.

- An embassy is a group of representatives from one country sent to another country to discuss affairs between the two nations. The embassy building and grounds belong to home country, not to the host country.

- The same principle applies to military bases which are located in other countries. A United States military base in another country is considered United States territory.

Ask the class:

- If the rickety boat does not have much of a chance of making it safely to Florida, how else could the passengers get to the United States?

- Guide the class in locating Guantanamo Naval Base in Cuba and have them draw the route from Nassau to the base in Cuba.

Follow-up Activities

Students can:

- Research and bring a tape to class or perform songs composed by Haitian artists that deal with the theme of immigration: Cauvin Paul in "Kayo Lobos," "Vyewo" by Jean Claude Martineau sung by Farah Juste and Manno Charlemagne.
- Research careers related to the ocean: oceanographer, marine biologist, ship captain, navigator, shipbuilder, etc.
- Review directions and teach longitude and latitude as appropriate. Locate the longitude and latitude of Haiti, Cuba, and Miami, Florida.
- Research the navigation instruments used today and compare and contrast with ancient methods of sailing.
- Write a Haiku poem about the sea or ocean.
- View filmstrips that show the different climate zones: deserts, rain forests, arctic and have students focus on the water available in those zones and how it affects living.
- Write or compile riddles that have the sea, or ocean as the answer.
- Research information on the immigration of Haitians to other islands in the Caribbean.
- Report on methods of conserving water and why water conservation is needed.
- Research and report on how tides are produced.

Student Reading 5

My First Journey

At long last, we saw land. We were so happy! We clapped for joy and cheered! Many soldiers and a few civilians approached us on the shore. They told us that we had reached Nassau, in the Bahamas. They gave us some food and water, but said we had to go on, we could not stay on their land.

We were crushed at the thought of starting on the high sea again. I felt a lump in my throat. The ocean seemed deeper, wider and more threatening. I asked myself what would happen when I finally reached the shores of America? Would it be better or worse? Would I ever get out of this watery nightmare in one piece? My faithful companion Lina was all that I had for comfort.

Through the long days, sitting cramped next to my little cousin Joslyn, I longed for a home cooked meal or being able to move freely about. Joslyn was two years younger than I. She cried constantly and was very fearful of the sea. At night she would whisper her mother's name to help her fall asleep.

Sometimes the sea was calm, but at other times the waves were really strong and high. The boat rocked and swayed. Sea water would get into the boat. We were really frightened that the boat might sink. Many of us did not know how to swim. We used pails, cups and even our hands to get the water out of the boat. Several times I thought we would not make it, yet I did not lose all hope. I knew in my heart that some day things would be better. I loved to watch the sunrise over the ocean; I felt peace within. The colorful rays never failed to rekindle my hopes and bring the joy of seeing a new day.

Discussion Questions

- Why are the passengers not able to stay in Nassau?
- Why would it be more difficult to sail to the United States than to Nassau?
- Why does the ocean seem more threatening on the second part of the voyage?
- What was the greatest danger the passengers faced? How did they handle it?
- Do you think the voyage was easier or harder for the children than for the adults? Explain.
- Why do you think the sunrise is so important to Lilin? What can you tell about her personality from the way she feels each morning?

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Student Activity 5

Map of the Caribbean

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Teaching Activity 6

Objectives

Students will be able to:

- Write or discuss issues from different viewpoints

Development

Ask the class:

  - Do you think it is harder to find your way on land or on the open sea?

- Explore with the class how the person steering the boat knows the way: use of a computer to tell them their course, radio contact, navigation charts, etc.

  - How would someone be able to chart a course before these things were invented?

  - How do you think Metelis charted the course?

- Discuss the idea of staying close to land, using a compass and the stars to tell direction. Review the map and the possible places where the boat could go.

- Distribute **Student Reading 6** and have students read that section of the story. Then, in a small group discuss the questions you choose.

  - What do you think was the most difficult thing for Lilin on this part of the journey? Why?

- Distribute **Student Activity 6**, "Arrival" and assign one of the questions or activities to each of the small groups.

Follow-up Activities

Students can:

- Report on the flags of the Bahamas, Haiti, and the United States. Draw the flags and research their history. Compare the story of the creation of the United States flag and the Haitian flag.

- Research and report on ocean currents and prevailing winds. Include how the seasons affect travel. Another topic is the sea tides in the Windward Passage in July and August.

- Read a map legend that illustrates the depth of the ocean by color codes or other diagrams. Make up math problems using the depth of the water.

- Report on the story of a Haitian refugee that is waiting to have his or her case decided.

Student Reading 6

My First Journey

We got fed up with the long sea voyage. With no land in sight some people started to wonder if Metelis did know the way to America. They complained that we would never make it-- like so many others before us. They claimed that our bodies would be washed ashore on some unknown beach. Metellis flew into a rage, grabbed the loudest man and threw him overboard. Many people helped pull the man back into the boat. After this incident, every one kept quiet.

The sun rose, the sun set, day after day, we went on our journey until we reached land again. Many white men in uniforms accosted us. They helped us to land and told us that we had reached Guantanamo Bay, an American military base. Metelis talked a lot in a language we could not understand. Then they had us leave everything, all our belongings, in the boat and they set it on fire. At that particular moment, I felt half my life had vanished with the ashes of the boat. How could they burn my poor little Lina, my only friend, my dear Lina? Why? What did she do?

Later that night and the following day, we were asked all sorts of questions. Some we could not even answer. Afterwards the American soldiers had us board a ship, that brought us to Miami in Florida. After having spent twenty-one days on the sea, we finally had landed in the United States. We were ushered into Krome, a special detention center. There they had all of us take showers. Then they gave us clean clothes to wear and fed us. Although we were not free, we could wash ourselves, eat regularly and sleep on cots.

After a few days they placed most of us children in a special house where they took care of us until the authorities could locate some family members who were willing to claim us. A few passengers from our boat had relatives in the United States. These relatives sent for them. Other passengers had to stay in Krome, and then were sent back to Haiti.

Discussion Questions

- What kind of person was Metellis? Explain.
- After the man was brought back on board, was there anything the other passengers could have done except keep quiet? Explain.
- How were they treated when they arrived at the U.S. naval base in Guantanamo Bay? Why was the boat with all their belongings burned?
- What could have been done instead?
- How do you think the passengers felt about the detention center?
- Why do you think the children were taken to a special house and not kept at Krome?

Student Activity 6

Arrival

1. Conduct a panel discussion about why the boat was burned. Could something else have been done? Summarize your conclusions in writing.
2. Write a diary as if you were Lilin telling about your stay in Krome.
3. What do you think should be the guidelines for allowing immigrants to come to the United States?
4. Write a recommendation as to what should happen to Lilin and Joslyn. Consider how they would be supported, and what services they would need.
5. Prepare a petition that suggests your ideas on how current policy should be changed. Consider what it would cost to put your ideas into action.

Your Activity

Teaching Activity 7

Objectives

Students will be able to:

- To evaluate the importance of being able to communicate in one's native language while adjusting to a new culture

Development

Ask the students:

- How should the cases of Lilin and Joslyn be handled?

- Guide a brief discussion using such questions as:

  - If the sponsor of their aunt cannot afford to take the children, what else could be done?

  - How important is it that they be placed together?

  - What should be required of a family that is willing to take the children?

- Distribute **Student Reading 7** and have students read and discuss the questions.

- Distribute **Student Activity 7** or have students write essays answering any of the discussion questions.

Follow-up Activities

Students can:

- Prepare and present a values debate on the resolution: "All children placed in foster care must be placed in a home where their first language is spoken."

- Prepare a script, written or practiced from improvisation and then present it to the class. The script should present the American family giving reasons why the children should stay with them and the Haitian family giving reasons why the children should be placed with them.

- Interview family, friends and community members on their opinions of the value of bilingual programs.

- Research the history of bilingual programs in New York City.

Student Reading 7

My First Journey

My Aunt Ana found someone from California who wanted to sponsor her, but Pascale, the supervisor in charge of the house, would not let my cousin and me leave with her. We felt so hurt and disoriented. She was the last person that reminded us of our home and all those we had left behind. My cousin and I were left alone among the other refugees. We wondered what would become of us. After a few days in that house, we were advised that we were going to be placed in a foster home. We prayed that the family would be Haitian. But our prayers were not answered. Instead, we were placed in an American family. Although the family members were very nice to us, we felt tense because we could hardly understand them. We were so miserable. We wanted badly to go back home to our family. Even with all the trouble in the country, at the very least we would have our mother's affection.

One day, when we least expected it, we learned that a Haitian woman, her husband and kids wanted to care for us in New York. The agency filled out the proper papers and made the plane arrangements. We gladly went to them. This couple treats my cousin and me as their own children. The social workers from the agency visit us often or call us on the telephone. Our new family helped us to get in touch and keep a correspondence with family members in our homeland. They have registered us in a school with a Haitian Creole bilingual program. We have new friends that speak both languages. We are learning English and using our native language as well.

I am so grateful. We have found a good family that cares for us and loves us as if we were their own children. We hope that one day we will see our mothers again. For now, we want to get a good education and become somebody so that our parents will be proud of us.

(The End)

Discussion Questions

- Why do you think the children could not go with their aunt?
- Why was it so important to the children to be placed with a Haitian family?
- Do you believe that children from one ethnic group must always be placed in families of the same ethnic group? Explain.
- How do Lilin and Joslyn feel about their bilingual program?
- How do you feel about the importance of bilingual programs?

Student Activity 7

Finding a New Home

Directions: Choose one of the following activities. Write your answers on the lines below or on a separate sheet of paper.

1. Compose a poem, write a short essay, draw a picture or make a collage that tells your feelings about what a home should be.

2. As a group, prepare and present guidelines for placing children in foster care.

3. Write a letter from the foster family or from Lilin to her family in Haiti.

Your Activity

Teaching Activity 8

Objectives

Students will be able to:

- Identify reasons for Haitian immigration to the United States and to other countries
- Explain how conditions in Haiti have contributed to increased immigration at different periods

Development

Ask the class:

- Why do people want to immigrate to the United States?
- What are some reasons Haitians want to immigrate to the United States?

- Distribute **Student Activities 8A**. Students may be divided into small groups or work as partners. Their task is to read the material and prepare a timeline, such as the sample below. Then, they answer the questions on the activity sheet.

1526	Historians find evidence that there were immigrants who came to North America from the island then called Hispaniola.
1779	A troop of 800 men from Saint Domingue (French name of the island) fight on the American side in the war for Independence at the battle of Savannah.
1791-1809	Approximately 10,000 immigrants arrive from the island come to North America.
1915-1934	Americans occupy Haiti; immigration increases greatly.
1959-1972	80,000 immigrate to the United States during the Duvalier government
1963	First Haitian "boat people"

- As time permits distribute either **Activity 8B** or **C** or **8D** to the students and have the students complete the exercises on reading the statistical tables.

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Student Activity 8A

Haitian Immigration to the U.S. 1526 to the Present

Historians have reported that as early as 1526 there were immigrants from Hispaniola.[1]

In the 1600's the French also settled on part of the island and called it Saint Domingue. Spain agreed to let the French claim about one-third of the island. In 1779 a troop of 800 men from Saint Domingue joined the Americans colonies in their struggle for independence and fought against the British at the battle of Savannah in Georgia.

The first large population movement from "Haiti" to North America occurred during the Haitian Revolution and continued for five more years after the war. Between 1791 and 1809, an estimated 10,000 Saint Dominguans/Haitians left the island to come to live in North America.

Refugees from the Haitian War of Independence included mulattoes[2], French colonists, and the slaves they brought with them from Haiti. These immigrants settled primarily in Chicago, New York, New Orleans, Norfolk, Philadelphia, Charleston, and Boston. They played a key role in the development of the South. They operated French newspapers, introduced French comedy, opera and drama to Louisiana, and founded Catholic schools. Some of them became lawyers, entrepreneurs, physicians, politicians.

In 1808, the population of African descent in New Orleans greatly increased with the immigration of approximately 4,000 Haitian mulattoes and former slaves, since slavery was no longer legal in Haiti.

The second significant wave of Haitian immigration to United States shores occurred during the American occupation of Haiti between 1915 and 1934. Refugees from the American occupation settled mainly in New York. They participated in political and cultural activities with the Harlem Renaissance and the Marcus Garvey's Back-to-Africa movement. Some of them occupied major positions in the Universal Negro Improvement Association (UNIA). Jacques Roumain, a well-known Haitian poet and novelist, became one of the most outspoken communists of the 1930s in Harlem. The Haitian refugees tried to promote Haitian goods in New York by forming associations such as "Utilites d'Haiti" and importing honey, rum, coffee from their native land. Most of them were highly educated and adjusted well to life in New York.

The next substantial influx of Haitian refugees came with the ascent of the Duvaliers to power. From 1959 to 1972, approximately 80,000 Haitian immigrants were legally admitted to the United States. But the number of undocumented Haitian immigrants who came during that period and overstayed their visas is unknown.

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1. The island that includes Haiti and the Dominican Republic was called Hispaniola by Columbus when he landed there.

2. Mulattoes was the name given to people of mixed European and African descent. The Negro Code of 1685 granted the free mulattoes equal rights with the whites. But, in reality they faced many restrictions.

As a result of a recent political upheaval in Haiti, over 50,000 Haitians have attempted to enter the United States. Most have not been successful.

New York is the state that seems to attract the largest number of Haitian immigrants. Florida comes next. There are smaller numbers of Haitian immigrants in many other states: Massachusetts, Connecticut, New Jersey, Pennsylvania.

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Student Activity 8B

Timeline of Haitian Immigration

Directions: Use the form below to prepare a timeline based on what you read in Activity 8A. The first date serves as a sample.

DATE	WHAT HAPPENED?
1526	Immigrants from the island called Hispaniola were already living on the mainland of North America.
___	_____
	_____
___	_____
	_____
___	_____
	_____

1. What events caused immigration to increase? Why?

_____

_____

_____

2. How does war affect immigration patterns? Why?

_____

_____

_____

Student Activity 8C

Haitian Immigrants To The United States by Occupation 1962-1971 and 1972-1978[3]

	1962-1971		1972-1978	
	Number	Percent	Number	Percent
1. Professionals, Technicians, Managers, Administrators, and Farm Managers	5,328	12.1	2,515	6.8
2. Crafts and Kindred Workers	4,721	10.7	2,021	5.5
3. Clerical and Sales Workers	2,374	5.4	1,765	4.8
4. Operatives and Unskilled, Service Transport, and Household Workers	8,867	20.2	8,710	23.5
5. Farm Laborers and Foremen	56	0.1	190	0.5
6. No Occupations, Housewives and Children	22,610	51.5	21,806	58.9
TOTALS	43,965	100.0	37,007	100.0

Directions: Read the figures above and answer the following questions.

1. What is the largest change between 1962-71 and 1972-78?

_____

_____

_____

2. What statement can you make from reading the figures?

_____

_____

_____

3. Draw a pie graph showing percentages of the different occupations (for either column) and label the occupations.

_____

3. Source: Based on INS Annual Reports, 1962-1978 cited in Buchanan 1981:203.

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Student Activity 8D

Numbers of Immigrants 1956-1983

Year	Immigrants
1956	620
1957	405
1958	766
1959	543
1960	931
1961	1,025
1962	1,322
1963	1,851
1964	2,082
1965	3,609
1966	3,801
1967	3,567
1968	6,806
1969	6,542
1970	6,932
1971	7,444
1972	5,809
1973	4,786
1974	3,946
1975	5,148
1976	5,410
1976	1,281
1977	6,722
1978	6,470
1979	6,433
1980	6,540
1981	6,683
1982	n.a.
1983	8,452
TOTAL	115,926

Directions: Use the table to answer the following questions.

1. Which three years have the greatest number of immigrants?
2. Between which years does immigration increase the most?
3. Choose any two years and figure the percentage of increase or decrease in numbers of immigrants.
4. Create two questions based on the table and be prepared to show how to get the answers.

Teaching Activity 9

Objectives

Students will be able to:

- Analyze the reasons for distinguishing between economic and political refugees
- To defend different points of view concerning immigration issues

Development

- Ask students what they have seen or read recently about Haiti.
- Distribute **Student Activity 9A**, "The Boat People: Political or Economic Refugees?" and guide students in reading the material.
- You may want to outline the important points on the chalkboard.

Ask questions such as the following:

- What factors contribute to the "boat people phenomenon?"
- Capacity to sail to other Caribbean Islands and even to Florida, difficult political conditions, extreme poverty in Haiti.
- How are political and economic conditions related? Explain.
- How can you distinguish between economic and political refugees?
- What reasons may be given for stopping Haitian refugee boats?
- From the figures stated in the article, what conclusions do you draw about whether or not the U.S. policy in those years was fair to Haitians?
- Where might you find additional information about Haiti?

- After briefly discussing these issues, distribute **Student Activity 9B**, "A Policy Memo" and have the students complete the activities in pairs, small groups or as individuals. Or, you may want to assign additional research before the activity is completed.

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Follow-up Activities

Students can:

- Stage a panel discussion or debate on current immigration policy.
- Complete a research paper on the history of Haitian immigration.
- Research Haitian immigration and draw a chart that shows how different events result in increases or decreases in the rate of immigration.
- Interview someone who was detained as he or she tried to enter the United States. Write the person's story (with permission) and tell or read it to the class.
- Interview classmates and community members who have immigrated about their experiences.
- Reread the poem, "Freedom Bound" and write or discuss how your responses have changed.
- Create stories of Haitian immigration experiences.

Student Activity 9A

The Boat People: Political or Economic Refugees?

The Haitian "Boat People" phenomenon started on September 15, 1963 when the first boat from Haiti arrived at West Palm Beach from the Bahamas with 12 passengers on board. They all claimed political asylum; it was not granted. Since that year, thousands and thousands of Haitians have attempted to reach American soil by boat. Many of these boat people suffered intense hardship and danger. For example, on December 13, 1972, 65 Haitians arrived at Pompano Beach after a three-week journey aboard a leaking 56-foot sailboat.

According to figures released by the Immigration and Naturalization Service (INS), more than 50,000 Haitians arrived in the United States by boat between 1972-1981. At first the United States government granted these refugees parole (permission to stay in the United States until their case is decided). However most claims to become permanent residents were denied. The Haitians were declared to be economic, not political refugees.

In contrast, it was much easier for immigrants from Cuban to be granted permanent residence. Since the Cuban government was communist, most refugees were accepted as political--not economic refugees. When accepted as political refugees, they were granted permanent residence status.

In 1981, the Coast Guard was authorized to interdict (stop) vessels carrying Haitians at sea before they reached American shores. President Reagan explained that such measures were necessary because the uncontrolled flow of refugees posed a "serious problem detrimental to the interest of the United States."

As the number of Haitians seeking residence in the U.S. continued to increase, the American government designed new ways of dealing with the problem: faster deportations, more detentions and interdiction (stopping refugees boats on the sea). Haitians were detained on U.S. Coast Guard cutters (ships) in navy bases and at a detention camp in Guantanamo Bay in Cuba. Haitians awaiting decisions on their cases were incarcerated in West Virginia, Puerto Rico, Texas, Kentucky, New York, and Florida.

The May 24, 1992 Executive Order required the Coast Guard not only to interdict (stop) Haitian vessels but to forcibly repatriate (send back) Haitians to their homeland. None of the 4,000 Haitians processed during this accelerated program were granted permanent resident status. The United States also put an and to its policy of granting parole to Haitian refugees. Instead the Immigration and Naturalization Service instituted a detention program.

According to the government, the great majority of Haitians are not political refugees. The United States current definition of a political refugee states that a political refugee is an alien who flees his/her country due to fear of persecution on account of race, religion, nationality, membership in a particular social or political group.

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The U.S. government considers most Haitians to be "economic migrants" who are fleeing poverty rather than persecution. The administration has stated that the interdiction and forced repatriation program was instituted out of concern for the safety of the Haitian boat people and a desire to discourage them from attempting the perilous ocean journey to American soil.

The United States immigration policy toward Haitians has been challenged and criticized by many organizations, human rights activists, and ethnic leaders. Over the years, there have been various court cases, picket lines, massive demonstrations, hunger strikes, petitions to force the United States to reverse its restrictive immigration policy toward Haitians. Part of the argument is the difference in the treatment of Haitians and refugees from other countries.

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Student Activity 9B

A Policy Memo

Part 1. Directions: Pretend you are listening and taking notes at a high level conference on U.S. policy for Haitian refugees. In the left hand column, write the arguments that might be given in favor of changing the policy. In the right-hand column write the arguments that support the current policy.

Reasons for Changing the Policy	Reasons for Continuing the Policy

Part 2. Directions: Write a memo to a government official giving your own ideas on the U.S. policy for Haitian refugees. Include the reasons you are recommending that policy.

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Teaching Activity 10

Objectives

Students will be able to:

- develop a definition of culture.
- give specific examples of the elements that contribute to a culture.

Development

- Draw on the chalkboard a simple diagram of the roots of a tree.

Ask: We have been talking about treasuring our roots. What are some of the things that make up our roots?

- Have students name the elements that are included in our roots. As each item is named, have a student write it on one of the roots. Keep extending the diagram with a wider and deeper network of roots to include everything that the students name, such as language, race or ethnic group, food, music, poetry, stories, games, art, religion, traditions, ways of behaving, beliefs and values, and history.

- Ask students if they know of another word that includes everything they have named. Write the word culture on the chalkboard. Encourage the class to try to write a cooperative definition of the word culture. Than have students compare their definitions to definitions in different dictionaries.

- Distribute Student Activity Sheet 10, "The Culture Collage." Divide students into groups. Ask each group to look at the picture of the culture collage and respond to the following questions.

  - What do you see in the picture?
  - What do you think it means?
  - How does this picture show the culture of Haiti?
  - How many of the elements we listed as being part of culture can you find in the picture? (Tally the students' answers on the chalkboard). Which ones are missing?

- Ask each student to draw a picture that illustrates his or her culture, putting in as many element of culture as he or she can.

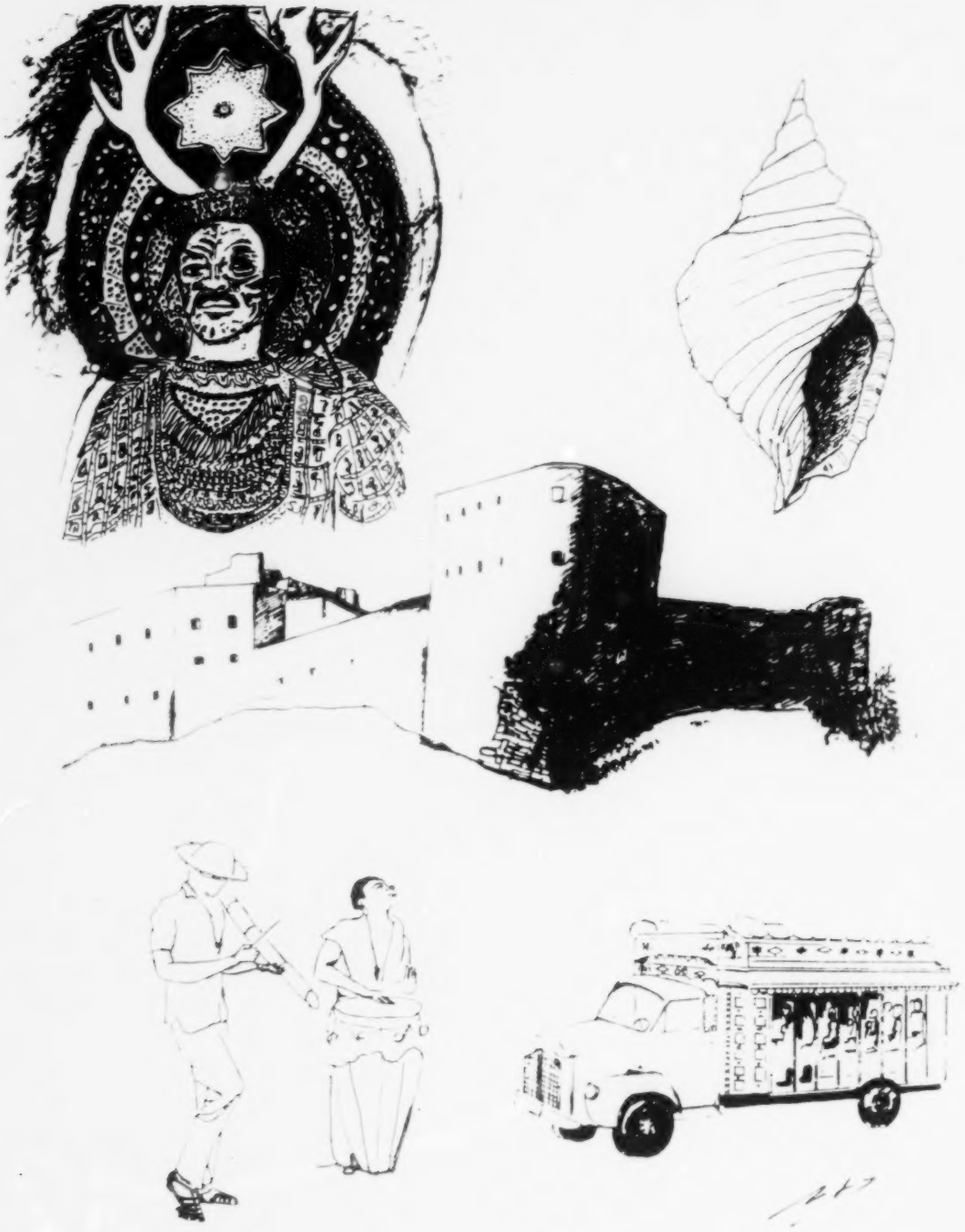
Follow-up Activities

Students can:

- Share their drawings (or read a written description if they are uncomfortable drawing) and have the class identify the elements of culture shown in the pictures.
- Learn one of the song, games, or poems from a Haitian resource guide. Students than can discuss some of the elements of Haitian culture that they like.
- Research some of the history of Haiti. Then they can discuss why it is important to know the history of one's culture.

Student Activity Sheet 10

The Culture Collage



Teaching Activity 11

Objectives

Students will be able to:

- explain the concept of multicultural education.
- give reasons why multicultural education is important.

Development

- Ask the following questions.
  - Does every person have a culture? Explain.
  - What do you think the word *bilcultural* means?
  - How can someone be bicultural? Tricultural?
  - Write on the chalkboard the following: "New York City is a multicultural city." Then ask the students to explain what they think *multicultural* means.
  - What are some of the different cultures found in our city? In our school? In our class?
  - What do you think would help everyone understand each other better?
  - How do you think the schools can help people learn to understand and respect each other?
- Distribute **Student Activity Sheet 11, "What Is Multicultural Education?"**. Have students read the passage and answer the questions individually or in small groups.
- Discuss the idea of discrimination or disrespect based on stereotypes related to ethnicity, race, and nationality.
- Have the students write a definition or write a slogan that explains multicultural education.

Follow-up Activities

Students can

- Make a chart of suggestions for reducing discrimination in one of the areas discussed.
- Write a description or draw a picture illustrating a multicultural classroom.

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Student Activity Sheet 11

What is Multicultural Education?

People from all parts of the world live and work in New York City. We are a community of many cultures. In order for all of us to get along together, we need to understand each other's cultures.

A multicultural education means learning that the ways in which we are different because of our roots is important. Schools should help students remember their roots and be proud of their heritage. At the same time, students need to learn to respect and appreciate the heritage of other groups.

A multicultural education also means respecting each person as an individual. No one should be treated unfairly or with disrespect because of his or her race, language, color, religion or national origin.

To help you understand what a multicultural education means, think about, then answer the following questions.

1. Why is an education that is multicultural needed?

_____

_____

_____

2. Do you think understanding their own cultures will help students understand other people's cultures? Why or why not?

_____

_____

_____

3. How can students learn to respect and appreciate the heritage of other students?

_____

_____

_____

4. How does multicutural education go beyond cultural heritage or roots?

_____

_____

_____

Teaching Activity 12

Objectives

Students will able to:

- explain their ideas for an education that is multicultural.
- devise a classroom plan for multicultural education.

Development

- Ask: "Do you think that teaching about the culture of the students in each class is enough for multicultural education? Explain. What else might need to be done?"
- Distribute **Student Activity Sheet 12A, "A Multicultural Classroom Plan."** Divide the class into teams of 3-4 students and assign each group to choose the statements they would include in a plan for multicultural education. When they have selected the statements, have them write the numbers of the statements on their activity sheets.
- Read each statement aloud and ask the groups whether or not they chose to include it. Discuss each statement with questions such as those below.

Statement 1

- What are some examples of how different groups of people have a different view of the same event? How did the boat people see their arrival? How did the U.S. Immigration Service see it?

Statement 2

- Do you think that it is important to learn how different groups contributed to the greatness of the United States? How are Haitians contributing today?

Statement 3

- Can people help others feel valued and respected? How? How does the way people are treated affect their self-esteem?

Statement 4

- How can understanding among different groups be increased? How are relationships between groups different from relationships between individuals?

Statement 5

- Do you think it is important that students have the chance to learn two languages? What could be done so that more students can become bilingual?

Statement 6

- Briefly discuss the ways in which different students learn best: through looking, listening, working with their hands, needing quiet, being able to work with music, working with others or working alone, etc. Ask the students for ideas about how teachers can teach to meet students' learning styles. Discuss how a person's culture might affect how that person learns.

Statement 7

- What are some examples of ways in which we can learn how to get along better with one another? Discuss the idea of conflict resolution and peer mediation.

Statement 8

- Why is it important to have books, films and other materials that treat all groups fairly? What does it mean to treat groups accurately? (For example, using the correct clothing for the time and place.) Explain that in many old textbooks many groups were left out or were shown in stereotypical ways. How would unfair materials affect the way groups of people see each other?

- When each of the statements has been discussed, have each group select one statement to explain its meaning, give examples and state why it is important. Every member of the group must be able to present the group's answers.

- Have a member from each group present his/her answer. Then have the group work on a plan for implementing that statement in the classroom. When student groups have discussed their ideas, distribute **Student Activity 12B, "Working Out the Multicultural Plan."** Have each group write down its suggestions.

- Collect the activity sheets and assign one member from each group to put all the ideas together and present a fully developed plan to the class. Continue to work on implementing the plan; periodically ask students to evaluate their success in following the plan.

Student Activity Sheet 12A

A Multicultural Classroom Plan

Which of the statements below would you include in a classroom plan for an education that is multicultural?

1. To present history from the points of view of the different groups involved.
2. To help students appreciate how different cultural groups have contributed to the growth of the United States and world civilizations.
3. To help everyone feel valued and respected as a person and as a member of a group.
4. To improve understanding among groups.
5. To increase opportunities for all students to learn at least two languages very well.
6. To encourage different ways of teaching to match the different learning styles of students.
7. To help students learn how to get along better with one another through conflict resolution, peer mediation, and other skills.
8. To review textbooks and other materials to insure that all groups are treated fairly and accurately and to ensure that groups are not left out.

Numbers of statements included in the plan.

_____

Choose one statement and explain in your own words what it means and why it is important. Give an example if possible.

_____

_____

_____

_____

Student Activity Sheet 12B

Working Out The Multicultural Plan

Directions: Write the statement you have chosen. Then make recommendations on how to implement it in the classroom.

Statement:

What will we do in the classroom?

Who will be responsible for seeing that it is done? How?

How will we find out about our progress?

Other suggestions and ideas.

APPENDICES

1 L3

Appendix A: Assessment

Authentic assessment is an on-going evaluation of each student's work. This evaluation is made by the teacher through examining a collection of the student's work and through observing the student's behavior in academic and social activities during the course of the year.

Authentic assessment is used as a guide for making decisions related to each student's progress and achievement. It also helps the student evaluate his or her own progress and performance, thus making the student more actively involved in his or her own learning and development. Furthermore, authentic assessment allows parents and caregivers to understand and appreciate their child's performance at school by looking at his or her work, at teacher's notes and reflections, and the self-evaluations of the learner throughout the school year.

Too often, the student's formal test scores are considered as the only measure of progress or failure. Authentic assessment helps provide a better grounded evaluation of the process and product of instruction while expanding the scope of that evaluation.

For authentic assessment to be all encompassing, the teacher needs to establish a system whereby students place their work and their own evaluations of their work in individual folders or portfolios. The teacher also maintains an individual folder (the evaluative folder) for each student. In that folder the teacher includes his or her notes, comments, and checklists on the student's learning. Samples of the student's best work or revised work, selected by the student, are also included in the evaluative folder. In addition, the teacher may find it helpful to share some of their own checklists and other evaluations with the student in individual conference.

The student's learning folder or portfolio might include:

- self-evaluating activities related to his or her work, what he or she has learned and what he or she would like to learn, and areas of greatest success and areas for remediation or improvement;
- self-selected samples of his or her work; and
- logs reflecting books he or she has read and reference sources he or she has used in looking for pertinent information.

The teacher's individual student folders might include:

- anecdotal records of the student's performance in a wide variety of situations and activities, kept on a day to day basis. The record should emphasize the things that the student can do;
- checklists of concepts for units of work in the different content areas, marked with comments reflecting the student's progress;

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- checklists for readings and writings related to the themes, with comments written about the student's skill;
- summaries of the student's performance for a unit; and
- samples of writing activities, particularly writing activities that demonstrate reading comprehension.

Taken all together, the portfolio and teacher's notes tell a story of what the student has learned and has done. Authentic assessment reflects authentic learning.

Sample Teacher's Assessment for Reading and Writing

Yes	No	Notes
☐	☐	Did the student enjoy reading the story, poem, or article?
☐	☐	Did the student read well?
☐	☐	Can the student discuss reasons for the characters' actions?
☐	☐	Can the student identify sequence in the story?
☐	☐	Did the student report well?
☐	☐	Did the student read a variety of books?
		What are the students strengths?
		What areas need improvement?
☐	☐	Did the student enjoy writing?
☐	☐	Did the student write well?
☐	☐	Did the student report well?
☐	☐	Did the student write in a variety of ways (letters, diary, etc.)?
		What areas need improvement?

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Individual Student Profiles

Name: John S.		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To express feelings and ideas about leaving	Expression is limited. Uses few descriptive words.	Provide experiences to enable language development and enrichment.
	Did not contribute to group discussion	1. More observation needed. 2. Change his group. 3. Give individual assignment then have him share it with group.
	Exceptionally good drawing - imaginative scenes	Utilize drawing as basis for language development (descriptive and figurative language)

Name: Henry		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To write and/or perform scenes related to the story.	Loves to perform dramatic scenes	Utilize ability to improvise in developing writing skills Uses his talents to help other student - like Juan - to participate in creative scenes.
To identify foods related to healthy diet.	Could not identify valid issues related to topic	Several children had problems with this activity. Find reasons, perhaps regroup. More research.

Name: Jacques		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To write and/or perform scenes related to the story.	Demonstrates rich descriptive vocabulary, even some use of figurative language	Pair Jacques with John to help him describe his drawing with words.
	Enjoys performing, Outstanding structure in writing scenes, Good character development	Work with less able students in writing scenes.

Sample Anecdotal Records

Activity: Product Maps

Date: January 17, 1994

Name	**Comment**
John	is not participating in group work. Seems bored.
Carmen	Gives excellent oral directions to the group; helps them understand task.
George	Enjoys activity - follow directions well
Mary	traces route all the way to Florida.
Chris	Draw doodles on map.
Helen	is restless, makes halfhearted effort.
Jacque	Writes on Clemente's map. (Is he helping?)

Sample Book Logs

My Name:_____

Fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

My Name:_____

Non-fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

Sample Self-Evaluation

Reading Interest Log	My Name:_____
Fiction Book Titles	Things I liked about it.
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Reading Interest Log	My Name:_____
Non-Fiction Book Titles	Things I liked about it.
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Sample Student Self-Description for Reading and Writing

My Name:_____

Reading

Topics I like to read._____

What kind of stories do I like to read?_____

My Name:_____

Writing

Topics I like to write about._____

Types of writings I like best (story, poem, article)._____

I would like to write about:_____

Sample Student Self Evaluation

My Name:_____

Things I learned.	How I learned them.

Words I learned.	How I learned them.

How I use what I learned.

What I want to learn.

Appendix B: Parent and Caregiver Involvement

As teachers, you need to inform parents and caregivers of what students are doing and learning and how their work is being evaluated. But instead of merely notifying parents of their children's progress, you can involve parents in their children's education, thus directly improving student achievement.

Authentic assessment is the evaluation of authentic learning which is not the memorization of facts, but the development of understanding by doing. In authentic assessment, student learning is evaluated in many ways: by samples of their work included in folders or portfolios; by your notes as teacher, observing students' contributions in class discussion, oral reports, and other types of performance, and by students' self-evaluations.

Many parents may think of test scores and grades based on those scores as the only type of assessment used. You will need to help them understand and support the process of assessment based on what children have learned and can do.

You may want to write a letter explaining the assessment process. (Be sure to translate it into the home languages of the parents and caregivers.) Or you may want to write short notes and attach them to samples of student's work to be taken home and shown to parents as well as included in the students' portfolios. Such notes might explain why the particular work is being selected for the portfolio (and what the portfolio is). It is important that you encourage students to show their homework and school work to their parents and caregivers and to share their self-evaluations with them.

Another means of communicating with parents and caregivers is the parent conference. Sharing the student's portfolios, self-evaluations, and your notes, as well as student test scores, is an important part of parent conferences. You should highlight what students have learned and can do, as well as identify the areas in which improvement is needed. You and the parents can explore together what types of activities and experiences will support student growth.

In early grades, when parents bring their children to school and pick them up afterward, you have many opportunities for informal conferences about the children's work and performance for that day. In the upper grades, reviewing portfolios and discussing how parents can support the students' progress is the basis of open-school conferences.

You need to convey to your students your eagerness to see parents so that you can share with them what the students have accomplished. Ask students to inform you if communication between you and the parents will be a problem so that arrangements can be made for a translator to be present. The school, the parent organization, and parents themselves are sources for recruiting translators.

When parents and caregivers understand the assessment process, they will better understand what their children need to do to progress toward their goals and they can encourage their children to set their own learning goals. They can also help provide the environment and experiences that help support their children's achievements.

Sample Letter to Parents and Caregivers

[Date]

Dear [Parent or Caregiver's Name]:

This year students in _____ will be graded on many types of work in addition to test scores. Samples of homework, class work and special projects will be collected and placed in your child's individual folder (portfolio). In addition to this work, the portfolio will contain notes that I have made on your child's participation in class, as well as your child's own evaluation of her progress.

Throughout the year I will be encouraging your child to bring home to your her work. You will also have a chance to see samples of your child's work when you visit the school. We welcome your help in discussing with your child which samples of work she will choose for the portfolio.

We feel that this process will give a truer picture of what your child has achieved and will aid us in working together to help your child learn to the best of her potential.

I am looking forward to meeting with you and beginning our partnership in progress.

Yours truly,

[Teacher's name]

[Class]

Sample Additional Notes for the Letter

I think you will enjoy reading the scene Carmen wrote in class. The students greatly enjoyed the drama. She makes the characters very believable. She has real talent for writing and is helping other students with their writing.

Henry shows real talent for improvisation. We would like him to use these skills to develop his writing. In his work on a healthy diet, he had a problem finding a topic. He needs to go to the library and find some books that will help him identify healthy foods. Maybe you can help him.

Appendix C: Suggested Activities

Language Arts/Communication Arts

- Pretend that you are Lilin in the story and you are writing in her private diary. (Students should talk about what they think is important. They should include how they feel. They might also write about the cousin's feelings or draw pictures that show how she feels.) **(Activity 2)**

- Have the children dramatize a skit of children expressing their feelings about being forced to leave their country, the pain of leaving friends and family members behind, the fear on a boat, the hopes of what they will find on a new land. **(Activity 2)**

- Visit and talk with older relatives and friends about their childhood experiences in their home towns. **(Activity 2)**

- Discuss and suggest ideas of what they would have done on the boat to pass the time. **( )**

- Write riddles or find riddles that have the sea or ocean as an answer. Look for old sayings that use the word *ocean* or *water*. **(Activity 5)**

- Get together in a group and act out a scene based on the story. Use props or develop conversations (dialogue) between characters. **(Activity 2)**

- Find and share definitions of a *lake* (a body of water larger than a pond and surrounded by land. The water is usually not salty) and a *river* (a large stream that flows into a lake or ocean). List the bodies of water. Discuss the differences between the *ocean*, a *pond*, a *lake*, and a *river*, etc.

- Write poetry (Haiku) about the sea or ocean. **(Activity 5.)**

- Discuss why people would leave everything behind to seek asylum in another country. **(Activity 3)**

Social Studies

- Haiti and the Dominican Republic form an island. Identify other islands in the Caribbean. Find the islands where Lilin went (*Bahamas, Cuba*). Compare the size of these islands. **(Activity 6)**

- Complete a research project on Haitians living on those islands. **(Activity 6)**

- Discuss who takes care of putting out fires. (Many towns in Haiti do not have fire houses and fire engines. How do you think they put out fires? Draw or write what you think might be done.) **(Activity 2)**

- What means of communication do you think they could have had on the boat? (radio) How could it have helped the captain and the passengers? **(Activity 4)**

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- Using a map have the students measure with a piece of string the distance from Sen Michel Laplaj to Nassau to Guantanamo to Miami. What's the distance? Research and compute the actual distance. Compare the estimated measures and those found. **(Activity 5)**

- Research modes of water transportation in the past and present. Evaluate them for safety. (*canoe, raft, dugouts, hide boats, kayak*, etc.) **(Activity 4)**

- Discuss their experiences with boats or ships. **(Activity 3)**

- Visit a port to see the different boats or ships: compare and contrast. Study various types of boats and how they are used: short travel, fishing, ocean journeys, entertainment and vacations. Types of boats can include: *canoe, sailboat, motorboat, cabin cruiser, kayak, dinghy, inflatable raft, rowboat, fishing boat, barge, tugboat, tanker, ferry, lifeboat, ocean liner*. **(Activity 3)**

- Research instruments necessary to do long distant travel today. **(Activity 3)**

- Discuss how it would feel to be on different boats, e. g., a *submarine*. **(Activity 3)**

- Research different careers related to the ocean, such as *marine biologist, oceanographer*, etc. **(Activity 5)**

- Learn about directions for traveling by boat and how they are indicated on a map. Find out what instrument are used to navigate. If the compass is the used, what else could one use to find the way? (*stars, shadow, blowing wind*). **(Activity 5)**

- Locate and be able to name the oceans of the earth. Identify the route of the story. **(Activity 6)**

- Find pictures of the flags of the Bahamas, Haiti, and the United States and other countries of the children in the class. Draw them. Compare them. Research the history of these flags if possible. Is the current flag the same as when it was created? Compare and contrast the story of the creation of the Haitian flag and the American flag. **(Activity 6)**

Health Education

- What did the people eat on the boat in the story? Did they have good nutrition? What should they have eaten on such a journey? **(Activity 4)**

- What types of foods are important in a healthy diet? **(Activity 4)**

- How nutritious are various traditional foods from different ethnic groups? **(Activity 4)**

- What is the importance of fresh drinkable water? **(Activity 4)**

- What kind of clothing do you think the people in the story were wearing? Did they have appropriate clothing to protect them from the sun and rain? **(Activity 4)**

- What kinds of health problems might they have faced on the boat? If you stay seated for long, what can happen to you? **(Activity 4)**

Science

- Where does water come from? Study the changes in the water cycle. Experiment to discover the three states of water (liquid, solid (ice), and gas). **(Activity 4)**

- Discuss or research careers related to the ocean and water: *oceanographer, marine biologist, hydrologist, meteorologist, worker in water treatment plant.* **(Activity 6)**

- Learn about and draw pictures and write about what is found in the ocean and at the bottom of the sea. What do we find at the bottom of the sea? **(K)**

- What are the sea animals that live in the ocean Lilin crossed in the story? **(K)**

- Learn what causes day and night. **(Pre K to 3)**

- How do seasons affect travel on the sea? How does wind affect traveling along the Windward Passage? **(Activity 6)**

- Find out what floats on water and what sinks. (*rocks* or *feathers*) **(K)** and **(Activity 4)**

- Study the importance of wind for the sails on a sailboat. **(K)**

- Show pictures of people and animals using water. Explain what could happen if there were no fresh water. **(K)**

- What should we do to save water? **(K)**

- View pictures and film strips of a *desert*, the *North Pole*, and a *tropical forest* to observe the presence or absence of water and how it can affect our lives.

- Discuss what can happen if there is too much water. (Organize the ideas on chart paper -- Include some suggested solutions.) **(Activity 4)**

- Explain the relationship of different things with water: boat, soap, umbrella. **(K)**

- On maps color all that represents different kinds of water: rivers, lake, ocean, etc. **(Pre K to 3)**

- Make rafts and other boats and try them on water. Will they float or sink? Find what happens when you put a heavy object on one side. **(Activity 3)**

Math

- In the story there were about 12 children in the boat. What other word could you use for the number 12? (dozen) Give other examples of things that come in dozens. **(Pre K to 3)**

- Set up a market, have the children sell and purchase different merchandise using play money to make change. They should be able to identify the coins and know their values. They could compute discounts and percents off merchandize. **(Pre K to 3)**

- Have students follow the weather report for about 10 days. Then have them graph the results. **(Activity 4)**

- Ask student partners to use the relief key on a topographical map to figure out how shades of color are used to show the depth of water.

Music

- Have children learn songs that come from the Haitian culture that mention water, ocean or sea animals. (e.g. Lasirèn, labalèn)

- Have students research songs composed by Haitian artists that depict or talk about immigration. (Cauvin Paul in Kayo Lobos, Vyewo by Jean Claude Martineau sang by Farah Juste, and Manno Charlemagne.) **(Introductory Activity)**

Art

- Draw different kinds of boats. **(Pre K to 3)**

- What do we do with water? Draw what we can do with it. **(K)**

- Draw activities you can do with water. **(Pre K to 3)**

- Color different shades of the ocean. **(Pre K to 3)**

- Have children make a weather vane. **(Pre K to 3)**

- Have the students build different boats, raft, etc. **(Pre K to 3)**

- Have children make paper boats. **(Pre K to 3)**

- Have children research that "*simbi*," "*agwe*" and "*lasirèn*" are in the Haitian tradition. Then draw them. **(Activity 4)**

Selected Books for Elementary School Students

Bunting, Eve, How Many Day to America? A Thanksgiving Story, Clarion Books, New York.

Berger, Melvin, All About Water, Scholastic New York 1993

Buckley, Susan and Leacock, Elspeth, Hands-on Geography Scholastic (K-3 Instructor Books)

Cole, Joanna, The Magic School Bus on the Ocean Floor, Scholastic Inc. New York 1992

Dobrin, Arnold, Josephine's Imagination, A Tale of Haiti, Scholastic New York, 1973.

Dunn, Stephen, The Wonderful Way Home, an Adventure in Haiti, published by Stephen and Marbeth Dunn, Haiti, 1990.

Books may be purchased by sending check or money order for $5.00 U.S. to:
Stephen Dunn
P.O. Box 371275
Miami, FL. 33137-1275.

McCarthy, Tara, Literature-Based Geography Activities, Scholastic (K-3 Instructor Books)

Kinney, Jean and Cle, What Does the Tide Do? Cle, Jean, and Co. Eau Claire, Wisconsin 1969.

Walsh, Mary, Water, Water, Everywhere, Abingdon-Cokesbury Press New York 1953.

Wood, Jenny, Under the Sea, Macmillan (Aladdin Basics)

Assessment Form

PLEASE COMPLETE THIS FORM AND SEND IT TO US WITH YOUR COMMENTS.

1. TEACHER:

_____ grade(s)
_____ bilingual education
_____ ESL
_____ subject area
_____ special education
_____ other (specify)

ASSISTANT PRINCIPAL:

_____ grade(s)
_____ subject (s)

PRINCIPAL:

_____ elementary
_____ high school
_____ IS/JHS

CSD/H.S. SUPERINTENDENCY/CITYWIDE PROGRAM:

_____ superintendent
_____ coordinator/staff developer
_____ (specify area)
_____ deputy superintendent

_____ director
_____ (specify area)
_____ other (specify)

PARENT/GUARDIAN:
_____ children's grade(s)

2. What is your overall impression of this guide?

( ) Excellent ( ) Good ( ) Satisfactory ( ) Weak

3. Are there any content inaccuracies? Please cite with references.

_____
_____
_____
_____
_____

4. Is the language of the guide clear? ( ) Yes ( ) No
If no, cite examples with page references.

_____
_____
_____
_____
_____

5. What specific additions/deletions do you recommend?

_____
_____
_____
_____
_____

Please return this form to:

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